ICEF Public Schools

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ICEF Public Schools

ATTACHMENT I

Non profit Status

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
2 CUPANIA CIRCLE
MONTEREY PARK, CA 91755-7406

DEPARTMENT OF THE TREASURY

Date: MAY 15 1996

Employer Identification Number:
95-4548521
Case Number:
956045119
Contact Person:
CAROLYN TSCHOPIK
Contact Telephone Number:
(213) 725-7002

Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

INNER CITY EDUCATION FOUNDATION
C/O JOHN O'HALLORAN, ESQ.
GIBSON, DUNN & CRUTCHER
2029 CENTURY PARK EAST, SUITE 4000
LOS ANGELES, CA 90067

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

INNER CITY EDUCATION FOUNDATION

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Richard R. Orosco
District Director

Enclosure(s):
Addendum

ICEF Public Schools

ATTACHMENT II

Assurances

ICEF Public Schools

Board of Trustees

Officers

Stephen C. Smith, Chairman
The Seaport Group, LLC

Michael D. Piscal, President
ICEF Public Schools

Trustees

Rebecca L. Bunn
Riordan Foundation

Bridgid Coulter
Actress

Corey Dantzler
Challengers Boys & Girls Club

Russell Goings
Southwest Companies

Julie Kellner

William Lucas
Cataumet Partners

Patrick McCabe
New Roads Elementary School

Julie Mikuta
NewSchools Venture Fund

David G. Moore
MetalSales Associates

Kevin P. O'Brien
Global Broadcasting

Simeon Slovacek, Ph.D.
California State University, L.A.

Board Members Emeritus

Brenda Ross Dulan
Wells Fargo

James O'Brien
Citigroup

Board of Advisors

Paul J. Adams
Providence-St. Mel

Robert Archer, Ph.D.
Harvard-Westlake School (Ret.)

Seymour Fliegel
CEI-PEA

Thomas Hudnut
Harvard-Westlake School

Raymond Michaud
John Thomas Dye

Gregory Senegal
LA County Commissioner

As the authorized lead petitioner and CEO of Inner City Education Foundation (ICEF), I , Mike Piscal, hereby certify that the information is true to the best of my knowledge and belief; I also affirm that ICEF agrees to do the following:

- Enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including disabilities;

- Agree that the students composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community;

- Special education services will be provided commensurate with the needs of any student. These services will adhere to applicable state and federal laws and regulations, including, but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the No Child Left Behind Act. Students with disabilities will be provided a free and appropriate education in the least restrictive environment. All special education policies are outlined in the charter, including compliance with the Special Education Local Planning Area ("SELPA"), as defined by district policy. Collaboration with LAUSD will ensure compliance with the District's Modified Consent Decree as it relates to data systems; including tracking progress on IEP data, reporting on student data, and tracking performance outcomes. Collaboration with the LAUSD will further ensure the highest quality special education services through the provision of a full continuum of special education services that meet the needs of relevant students in the least restrictive environment, thereby guaranteeing that all children will have access to appropriate programs, supports, and services.

Mike Piscal, CEO & Lead Petitioner
Inner City Education Foundation

1/11/10
Date

5150 Goldleaf Circle, Suite 401, Los Angeles, CA 90056

ICEF Public Schools

ATTACHMENT III

Elementary Scope and Sequence

LANGUAGE ARTS	
KINDERGARTEN	
Reading	• Students will know about letters, words, and sounds. They will apply this knowledge to read simple sentences. • Students will identify the basic facts and ideas in what they have read, heard, or viewed. • Students will listen to and respond to stories based on well-known characters, themes, plots, and settings.
Writing	• Students will write words and brief sentences that are legible.
Written & Oral English Language Conventions	• Students will write and speak with a command of Standard English conventions.
Listening and Speaking	• Students will listen and respond to oral communication. They will speak in clear and coherent sentences. • Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies.
1st GRADE	
Reading	• Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and work parts. They will apply this knowledge to achieve fluent oral and silent reading. • Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed. • Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.
Writing	• Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process. • Students will write compositions that describe and explain familiar objects, events and experiences. Student writing will demonstrate a command of standard American English and drafting, research, and organization strategies.
Written & Oral English Language Conventions	• Students will write and speak with a command of Standard English conventions appropriate to this grade level.
Listening and Speaking	• Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. • Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. • Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.
2nd GRADE	
Reading	• Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading. • Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed. • Students will read and respond to a variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.
Writing	• Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process. • Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process. • Students will write compositions that describe and explain familiar objects, events, and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.
Written & Oral English Language Conventions	• Students will write and speak with a command of Standard English conventions appropriate to this grade level.
Listening and Speaking	• Students will listen critically and respond appropriately to oral communication. They will

	speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. • Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. • Student speaking will demonstrate a command of standard American English and organization and delivery strategies.
3rd GRADE	
Reading	• Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading. • Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies, as needed. • Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.
Writing	• Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process. • Students will write compositions that describe and explain familiar objects, events and experiences. • Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.
Written and Oral English Language Conventions	• Students will write and speak with a command of Standard English conventions appropriate to this grade level.
Listening and Speaking	• Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. • Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. • Student speaking will demonstrate a command of standard American English and organization and delivery strategies.
4th GRADE	
Reading	• Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading. • Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed. • Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.
Writing	• Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process. • Students will write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.
Written and Oral English Language Conventions	• Students will write and speak with a command of Standard English conventions appropriate to this grade level.
Listening and Speaking	• Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. • Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. • Student speaking will demonstrate a command of standard American English and organization and delivery strategies.
5th GRADE	
Reading	• Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

	• Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. • Students will read and respond to historically or culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary works.
Writing	• Students will write clear and coherent and focused essays. Their writing will exhibit the students' awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed. • Students will write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing will demonstrate a command of standard American English and research, organizational and drafting strategies.
Written and Oral English Language Conventions	• Students will write and speak with a command of Standard English conventions appropriate to this grade level.
Listening and Speaking	• Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication. • Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

MATHEMATICS	
Kindergarten	
By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe and sort objects, and develop a sense of properties and patterns.	
Number Sense	• Students will understand the relationship between numbers and quantities. • Students will understand and describe simple additions and subtractions. • Students will use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.
Algebra and Functions	• Students will sort and classify objects.
Measurement and Geometry	• Students will understand the concept of time and units to measure it; they will understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties. • Students will identify common objects in their environment and describe the geometric features.
Statistics, Data Analysis, and Probability	• Students will collect information about objects and events in their environments.
Mathematical Reasoning	• Students will make decisions about how to set up a problem. • Students will solve problems in reasonable ways and justify their reasoning.
1st GRADE	
By the end of grade one, students will understand and use the concept of ones and tens in the place value number system. Students will add and subtract small numbers with ease. They will measure with simple units and locate objects in space. They will describe data and analyze and solve simple problems.	
Number Sense	• Students will understand and use numbers up to 100. • Students will demonstrate the meaning of addition and subtraction and use these operations to solve problems. • Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.
Algebra and Functions	• Students will use number sentences with operational symbols and expressions to solve problems.
Measurement and Geometry	• Students will use direct comparison and nonstandard units to describe the measurements of objects. • Students will identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.
Statistics, Data Analysis, and Probability	• Students will organize, represent, and compare data by category on simple graphs and charts.
Mathematical Reasoning	• Students will make decisions about how to set up a problem.

	• Students will solve problems and justify their reasoning. • Students will note connections between one problem and another.
2nd GRADE	
By the end of grade two, students will understand place value and number relationships in addition and subtraction and they will use simple concepts of multiplication. They will measure quantities with appropriate units. They will classify shapes and see relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.	
Number Sense	• Students will understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. • Students will estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers. • Students will model and solve simple problems involving multiplication and division. • Students will understand that fractions and decimals may refer to parts of a set and parts of a whole. • Students will model and solve problems by representing, adding, and subtracting amounts of money. • Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.
Algebra and Functions	• Students will model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
Measurement and Geometry	• Students will understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured. • Students will identify and describe the attributes of common figures in the plane and of common objects in space.
Statistics, Data Analysis, and Probability	• Students will collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. • Students will demonstrate an understanding of patterns and how patterns grow and describe them in general ways.
Mathematical Reasoning	• Students will make decisions about how to set up a problem. • Students will solve problems and justify their reasoning. • Students will note connections between one problem and another.
3rd GRADE	
By the end of grade three, students will deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students will estimate, measure, and describe objects in space. They will use patterns to help solve problems. They will represent number relationships and conduct simple probability experiments.	
Number Sense	• Students will understand the place value of whole numbers. • Students will calculate and solve problems involving addition, subtraction, multiplication, and division. • Students will understand the relationship between whole numbers, simple fractions, and decimals.
Algebra and Functions	• Students will select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships. • Students will represent simple functional relationships.
Measurement and Geometry	• Students will choose and use appropriate units and measurement tools to quantify the properties of objects. • Students will describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.
Statistics, Data Analysis, and Probability	• Students will conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.
Mathematical Reasoning	• Students will make decisions about how to approach problems. • Students will use strategies, skills, and concepts in finding solutions. • Students will move beyond a particular problem by generalizing to other situations.
4th GRADE	
By the end of grade four, students will understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They will describe and compare simple fractions and decimals. They will understand the properties of, and the relationships between plane geometric figures. They will collect, represent, and analyze data to answer questions.	
Number Sense	• Students will understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. • Students will use the concepts of negative numbers. • Students will extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.

	• Students will solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. • Students will know how to factor small whole numbers.
Algebra and Functions	• Students will use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. • Students will know how to manipulate equations.
Measurement and Geometry	• Students will understand perimeter and area. • Students will use two-dimensional coordinate grids to represent points and graph lines and simple figures. • Students will demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
Statistics, Data Analysis, and Probability	• Students will organize, represent, and interpret numerical and categorical data and clearly communicate their findings. • Students will make predictions for simple probability situations.
Mathematical Reasoning	• Students will make decisions about how to approach problems. • Students will use strategies, skills, and concepts in finding solutions. • Students move beyond a particular problem by generalizing to other situations.
5th GRADE	
By the end of grade five, students will increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They will know and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.	
Number Sense	• Students will compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They will understand the relative magnitudes of numbers. • Students will perform calculations and solve problems involving addition, subtraction, simple multiplication and division of fractions and decimals.
Algebra and Functions	• Students will use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.
Measurement and Geometry	• Students will understand and compute the volumes and areas of simple objects. • Students will identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.
Statistics, Data Analysis, and Probability	• Students will display, analyze, compare, and interpret different data sets, including data sets of different sizes.
Mathematical Reasoning	• Students will make decisions about how to approach problems. • Students will use strategies, skills, and concepts in finding solutions. • Students will move beyond a particular problem by generalizing to other situations.

SCIENCE	
Kindergarten	
Physical Sciences	1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept: a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

Life Science	2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects). b. Students know stories sometimes give plants and animals attributes they do not really have. c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
Earth Sciences	3. Earth is composed of land, air, and water. As a basis for understanding this concept: a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
Investigation and Experimentation	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects. c. Describe the relative position of objects by using one reference (e.g., above or below). d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). e. Communicate observations orally and through drawings.
1st GRADE	
Physical Science	1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. Students know solids, liquids, and gases have different properties. b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

Life Science	2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
Earth Science	3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. Students know the sun warms the land, air, and water.
Investigation and Experimentation	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements. c. Record observations on a bar graph. d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of). e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.
2nd GRADE	

Physical Sciences	1. The motion of objects can be observed and measured. As a basis for understanding this concept: a. Students know the position of an object can be described by locating it in relation to another object or to the background. b. Students know an object's motion can be described by recording the change in position of the object over time. c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move. e. Students know objects fall to the ground unless something holds them up. f. Students know magnets can be used to make some objects move without being touched. g. Students know sound is made by vibrating objects and can be described by its pitch and volume.
Life Sciences	1. Plants and animals have predictable life cycles. As a basis for understanding this concept: a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. d. Students know there is variation among individuals of one kind within a population. e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. f. Students know flowers and fruits are associated with reproduction in plants.
Earth Science	2. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. b. Students know smaller rocks come from the breakage and weathering of larger rocks. c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.
Investigation and Experimentation	3. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units. c. Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight). d. Write or draw descriptions of a sequence of steps, events, and observations. e. Construct bar graphs to record data, using appropriately labeled axes. f. Use magnifiers or microscopes to observe and draw descriptions of small

	objects or small features of objects. g. Follow oral instructions for a scientific investigation.
3rd GRADE	

Physical Sciences	1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept: a. Students know energy comes from the Sun to Earth in the form of light. b. Students know sources of stored energy take many forms, such as food, fuel, and batteries. c. Students know machines and living things convert stored energy to motion and heat. d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. e. Students know matter has three forms: solid, liquid, and gas. f. Students know evaporation and melting are changes that occur when the objects are heated. g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. h. Students know all matter is made of small particles called atoms, too small to see with the naked eye. i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements. 2. Light has a source and travels in a direction. As a basis for understanding this concept: a. Students know sunlight can be blocked to create shadows. b. Students know light is reflected from mirrors and other surfaces. c. Students know the color of light striking an object affects the way the object is seen. d. Students know an object is seen when light traveling from the object enters the eye.
Life Sciences	3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
Earth Sciences	4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept: a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle. c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye. d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

Investigation and Experimentation	5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed. c. Use numerical data in describing and comparing objects, events, and measurements. d. Predict the outcome of a simple investigation and compare the result with the prediction. e. Collect data in an investigation and analyze those data to develop a logical conclusion.
4th GRADE	
Physical Sciences	1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept: a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs. b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field. c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet. d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones. e. Students know electrically charged objects attract or repel each other. f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other. g. Students know electrical energy can be converted to heat, light, and motion.
Life Sciences	2. All organisms need energy and matter to live and grow. As a basis for understanding this concept: a. Students know plants are the primary source of matter and energy entering most food chains. b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem. c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept: a. Students know ecosystems can be characterized by their living and nonliving components. b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter. d. Students know that most microorganisms do not cause disease and that many are beneficial.
Earth Science	4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept: a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of

	formation (the rock cycle). b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties. 5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept: a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes. b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces. c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).
Investigation and Experimentation	6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations. b. Measure and estimate the weight, length, or volume of objects. c. Formulate and justify predictions based on cause-and-effect relationships. d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results. e. Construct and interpret graphs from measurements. f. Follow a set of written instructions for a scientific investigation.
5th GRADE	

Physical Sciences	1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept: a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties. b. Students know all matter is made of atoms, which may combine to form molecules. c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays. f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds. g. Students know properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2). h. Students know living organisms and most materials are composed of just a few elements. i. Students know the common properties of salts, such as sodium chloride (NaCl).
Life Sciences	2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept: a. Students know many multicellular organisms have specialized structures to support the transport of materials. b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO_2) and oxygen (O_2) are exchanged in the lungs and tissues. c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder. e. Students know how sugar, water, and minerals are transported in a vascular plant. f. Students know plants use carbon dioxide (CO_2) and energy from sunlight to build molecules of sugar and release oxygen. g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO_2) and water (respiration).
Earth Sciences	3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept: a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface. b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water. e. Students know the origin of the water used by their local communities. 4. Energy from the Sun heats Earth unevenly, causing air movements that result in

	changing weather patterns. As a basis for understanding this concept: a. Students know uneven heating of Earth causes air movements (convection currents). b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns. c. Students know the causes and effects of different types of severe weather. d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables. e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions. 5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept: a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.
Investigation and Experimentation	6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: f. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria. g. Develop a testable question. h. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure. i. Identify the dependent and controlled variables in an investigation. j. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment. k. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. l. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data. m. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion. n. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

SOCIAL STUDIES

Kindergarten

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue

of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1st GRADE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects

of people, places, and things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

2nd GRADE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

3rd GRADE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.

3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

4th GRADE

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

5th GRADE

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade

routes that linked Africa, the West Indies, the British colonies, and Europe.

4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis

Wheatley, Mercy Otis Warren).

4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

5.9 Students know the location of the current 50 states and the names of their capitals.

COURSE		TEXTBOOK TITLE	PUBLISHER
Language Arts K-5		Imagine It	McGraw Hill
Math K-5		Saxon Math	Saxon
Science K-5		Harcourt Science	Harcourt
		Imagine It Connections (Science)	McGraw Hill
Social Studies	Kinder	Our World – Now and Long Ago	Houghton Mifflin
	1st Grade	School and Family, Level 1	Houghton Mifflin
	2nd Grade	Neighborhoods, Level 2	Houghton Mifflin
	3rd Grade	Communities, Level 3	Houghton Mifflin
	4th Grade	California Studies, Level 4	Houghton Mifflin
	5th Grade	The United States, Making a New Nation	Houghton Mifflin
K-5		Imagine It Connections (Social Studies)	Houghton Mifflin

ICEF Public Schools

ATTACHMENT IV

ICEF Performance

ACADEMIC PERFORMANCE INDEX, STATEWIDE RANK, and SIMILAR SCHOOLS RANK

The 2009 Growth API report was released by the California Department of Education on 9/15/09.

This report can be accessed on the Internet at http://www.cde.ca.gov/api Information Guide: http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf

Important Note: It is appropriate to compare only APIs calculated with the same method, test weights, indicators, and Scale Calibration Factor. These comparison APIs are indicated by the arrows and shading below. The 2009 API Growth should only be compared with the 2008 API Base.

API

ICEF Public Schools

		ELEMENTARY SCHOOLS		MIDDLE SCHOOLS					HIGH SCHOOLS			
		View Park Preparatory Elementary	ICEF Vista Elementary	View Park Preparatory Middle	Frederick Douglass Academy Middle	Lou Dantzler Preparatory Middle	Thurgood Marshall Leadership Academy Middle	ICEF Vista Middle	View Park Preparatory High	Frederick Douglass Academy High	Lou Dantzler Preparatory High	Thurgood Marshall Leadership Academy High
2009	API Growth (9/2/09)	853	767	822	719	753	692	732	714	631	676	628[1]
	2008-2009 Growth / Target Met?	+40/Yes	n/a	+43/Yes	-12/No	+51/Yes	-11/No	n/a	+63/Yes	-31/No	+13/Yes	+80/Yes
2008	API Base (5/21/09)	813	n/a	779	731	702[1]	703[1]	n/a	651	662	663[1]	548[1]
	Statewide Rank	7	n/a	7	5	4[1]	2[1]	n/a	3	3	3[1]	1[1]
	Similar Schools Rank	10	n/a	10	10	n/a[2]	n/a[2]	n/a	6	10	n/a[2]	n/a[2]
	2008-2009 Growth Target	*	n/a	5	5	5	5	n/a	7	7	7	13
	2009 API Target	*	n/a	784	736	707	708	n/a	658	669	670	561

2008	API Growth (9/4/08)	814		779	728	707[1]	704		651	662	663	548[1]
	2007-2008 Growth / Target Met?	+26/Yes		+33/Yes	2/No	n/a	n/a		-70/No	+20/Yes	n/a	n/a
2007	API Base (5/21/08)	788		746	726[1]	n/a	n/a		721	642[1]	n/a	n/a
	Statewide Rank	6		6	5[1]	n/a	n/a		6	3[1]	n/a	n/a
	Similar Schools Rank	10		10	n/a [2]	n/a	n/a		10	n/a [2]	n/a[2]	n/a[2]
	2007-2008 Growth Target	5		5	5	n/a	n/a		5	8	n/a	n/a
	2008 API Target	793		751	731	n/a	n/a		726	650	n/a	n/a

2007	API Growth (8/31/07)	788		746	726[1]				721	642[1]		
	2006-2007 Growth / Target Met?	-22/No		+8/Yes	n/a				+39/Yes	n/a		
2006	API Base (3/27/07)	810		738	n/a				682	n/a		
	Statewide Rank	7		6	n/a				4	n/a		
	Similar Schools Rank	10		10	n/a				9	n/a		
	2006-2007 Growth Target	*		5	n/a				6	n/a		
	2007 API Target	*		743	n/a				688	n/a		

2006	API Growth (2/16/06)	812		741					702			
	2005-2006 Growth / Target Met?	-10/Yes		-40/No					-72/No			
2005	API Base (5/16/06)	822		781					774			
	Statewide Rank	8		8					9			
	Similar Schools Rank	10		10					10			
	2005-2006 Growth Target	*		1					1			
	2006 API Target	*		782					775			

ICEF Public Schools

		ELEMENTARY SCHOOLS		MIDDLE SCHOOLS					HIGH SCHOOLS			
		View Park Preparatory Elementary	ICEF Vista Elementary	View Park Preparatory Middle	Frederick Douglass Academy Middle	Lou Dantzler Preparatory Middle	Thurgood Marshall Leadership Academy Middle	ICEF Vista Middle	View Park Preparatory High	Frederick Douglass Academy High	Lou Dantzler Preparatory High	Thurgood Marshall Leadership Academy High
2005	API Growth	822		781					774			
	2004-2005 Growth / Target Met?	+11/Yes		+5/Yes					+49/Yes			
2004	API Base	811		776					725 [1]			
	Statewide Rank	8		8					8 [1]			
	Similar Schools Rank	10		10					n/a			
	2004-2005 Growth Target	*		1					4			
	2005 API Target	*		777					729			
2004	API Growth	813		781					725 [1]			
	2003-2004 Growth / Target Met?	0/Yes		n/a					n/a			
2003	API Base	813		n/a					n/a			
	Statewide Rank	8		n/a					n/a			
	Similar Schools Rank	10		n/a					n/a			
	2003-2004 Growth Target	*		n/a					n/a			
	2004 API Target	*		n/a					n/a			
2003	API Growth	810										
	2002-2003 Growth / Target Met?	0/Yes										
2002	API Base	810										
	Statewide Rank	9										
	Similar Schools Rank	10										
	2002-2003 Growth Target	*										
	2003 API Target	*										
2002	API Growth	816										
	2001-2002 Growth / Target Met?	+16/Yes										
2001	API Base	800										
	Statewide Rank	8										
	Similar Schools Rank	10										
	2001-2002 Growth Target	*										
	2002 API Target	*										
2001	API Growth	806										
	2000-2001 Growth / Target Met?	+45/Yes										
2000	API Base	761 [1]										
	Statewide Rank	n/a										
	Similar Schools Rank	n/a										
	2000-2001 Growth Target	2										
	2001 API Target	763										

* indicates the school scored at or above the interim Statewide Performance Target of 800.

1 indicates this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

2 A small school with between 11 and 99 valid scores receives an API and a statewide rank but no similar schools rank.

ADEQUATE YEARLY PROGRESS (AYP)

The 2009 AYP report was released by the California Department of Education on 9/15/09.

This report can be accessed on the Internet at *http://www.cde.ca.gov/apr/* Information Guide: *http://www.cde.ca.gov/ta/ac/ay/documents/infoguide09.pdf*

AYP

ICEF Public Schools

	ELEMENTARY SCHOOLS		MIDDLE SCHOOLS					HIGH SCHOOLS			
	View Park Preparatory Elementary	ICEF Vista Elementary	View Park Preparatory Middle	Frederick Douglass Academy Middle	Lou Dantzler Preparatory Middle	Thurgood Marshall Leadership Academy Middle	ICEF Vista Middle	View Park Preparatory High	Frederick Douglass Academy High	Lou Dantzler Preparatory High	Thurgood Marshall Leadership Academy High
2009 Made AYP / # Criteria	Yes, 13/13	No, 14/17	Yes, 13/13	No, 12/13	Yes, 13/13	No, 12/13	No, 7/13	Yes, 6/6	No, 6/8	No, 5/6	Yes, 6/6
ELA Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Math Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Participation Rate / Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a	Yes	n/a	n/a
ELA % Proficient	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Math % Proficient	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes
% Proficient / Subgroups	Yes	No	Yes	No	Yes	No	No	n/a	n/a	n/a	n/a
API / API Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Yes	Yes	Yes	Yes
2008 Made AYP / # Criteria	Yes, 13/13		Yes, 13/13	No, 11/13	No, 4/5	No, 4/5		Yes, 6/6	No, 5/6	No, 5/6	No, 4/6
ELA Participation Rate	Yes		Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Math Participation Rate	Yes		Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Participation Rate / Subgroups	Yes		Yes	Yes	n/a	n/a		n/a	n/a	n/a	n/a
ELA % Proficient	Yes		Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Math % Proficient	Yes		Yes	No	No	No		Yes	No	No	No
% Proficient / Subgroups	Yes		Yes	No	n/a	n/a		n/a	n/a	n/a	n/a
API / API Subgroups	Yes		Yes	Yes	Yes	Yes		Yes	Yes	Yes	No
Graduation Rate	n/a		n/a	n/a	n/a	n/a		Yes	Yes	Yes	Yes
2007 Made AYP / # Criteria	Yes, 13/13		Yes, 9/9	Yes, 5/5				Yes, 6/6	No, 5/6		
ELA Participation Rate	Yes		Yes	Yes				Yes	Yes		
Math Participation Rate	Yes		Yes	Yes				Yes	Yes		
Participation Rate / Subgroups	Yes		Yes	n/a				n/a	n/a		
ELA % Proficient	Yes		Yes	Yes				Yes	Yes		
Math % Proficient	Yes		Yes	Yes				Yes	Yes		
% Proficient / Subgroups	Yes		Yes	n/a				n/a	n/a		
API / API Subgroups	Yes		Yes	Yes				Yes	Yes		
Graduation Rate	n/a		n/a	n/a				Yes	No*		
2006 Made AYP / # Criteria	Yes, 13/13		Yes, 9/9					Yes, 6/6			
ELA Participation Rate	Yes		Yes					Yes			
Math Participation Rate	Yes		Yes					Yes			
Participation Rate / Subgroups	Yes		Yes					n/a			
ELA % Proficient	Yes		Yes					Yes			
Math % Proficient	Yes		Yes					Yes			
% Proficient / Subgroups	Yes		Yes					n/a			
API / API Subgroups	Yes		Yes					Yes			
Graduation Rate	n/a		n/a					Yes			

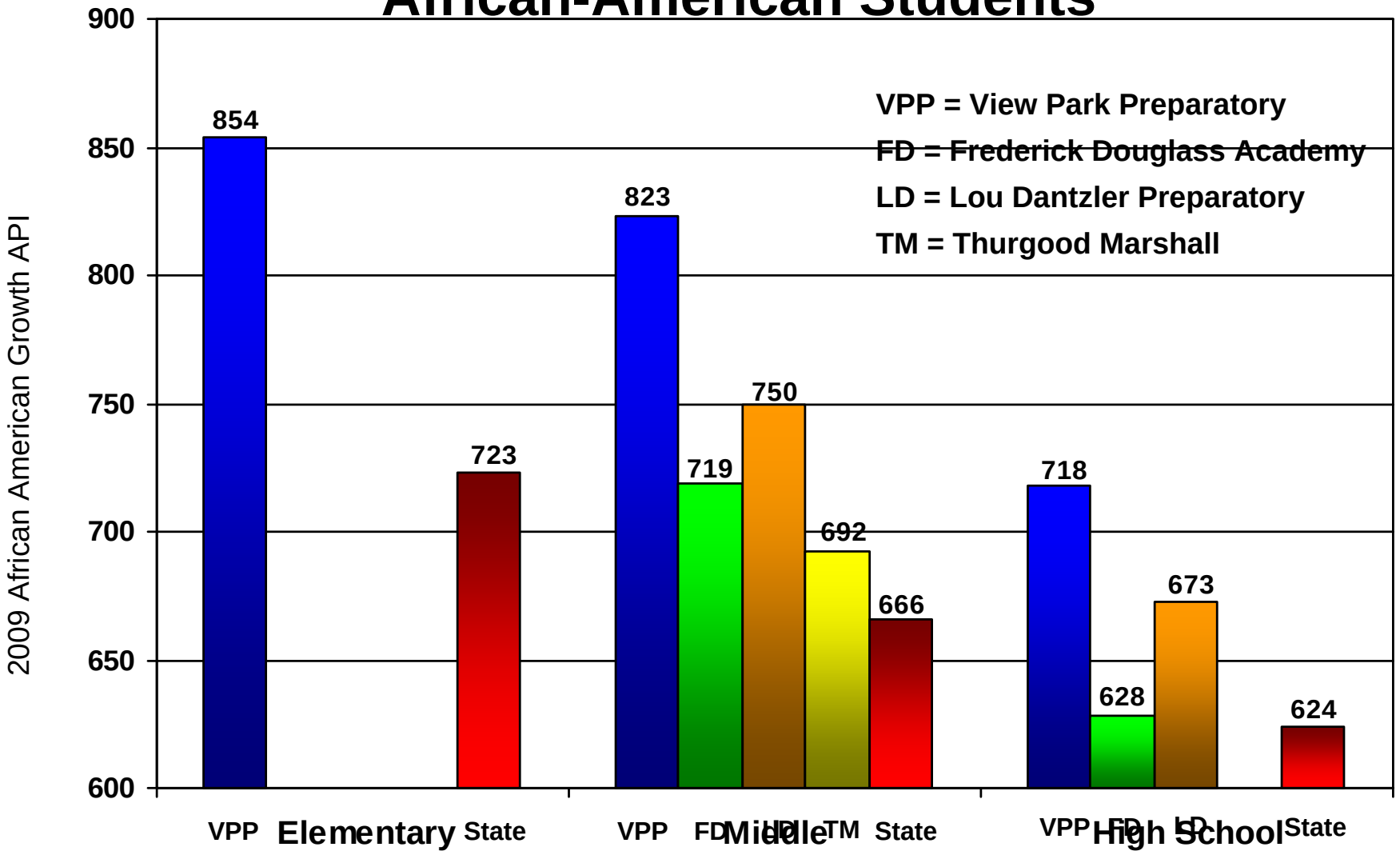
* Assigned "District Average" for LAUSD

ICEF Public Schools

	ELEMENTARY SCHOOLS		MIDDLE SCHOOLS					HIGH SCHOOLS			
	View Park Preparatory Elementary	ICEF Vista Elementary	View Park Preparatory Middle	Frederick Douglass Academy Middle	Lou Dantzler Preparatory Middle	Thurgood Marshall Leadership Academy Middle	ICEF Vista Middle	View Park Preparatory High	Frederick Douglass Academy High	Lou Dantzler Preparatory High	Thurgood Marshall Leadership Academy High
2005 Made AYP / # Criteria	Yes, 9/9		Yes, 9/9					Yes, 6/6			
ELA Participation Rate	Yes		Yes					Yes			
Math Participation Rate	Yes		Yes					Yes			
Participation Rate / Subgroups	Yes		Yes					n/a			
ELA % Proficient	Yes		Yes					Yes			
Math % Proficient	Yes		Yes					Yes			
% Proficient / Subgroups	Yes		Yes					n/a			
API / API Subgroups	Yes		Yes					Yes			
Graduation Rate	n/a		n/a					Yes*			
2004	Yes, 9/9		Yes, 9/9					Yes, 6/6			
ELA Participation Rate	Yes		Yes					Yes			
Math Participation Rate	Yes		Yes					Yes			
Participation Rate / Subgroups	Yes		Yes					n/a			
ELA % Proficient	Yes		Yes					Yes			
Math % Proficient	Yes		Yes					Yes			
% Proficient / Subgroups	Yes		Yes					n/a			
API / API Subgroups	Yes		Yes					Yes			
Graduation Rate	n/a		n/a					Yes			
2003	Yes										
ELA Participation Rate	Yes										
Math Participation Rate	Yes										
Participation Rate / Subgroups	Yes										
ELA % Proficient	Yes										
Math % Proficient	Yes										
% Proficient / Subgroups	Yes										
API / API Subgroups	Yes										
Graduation Rate	n/a										

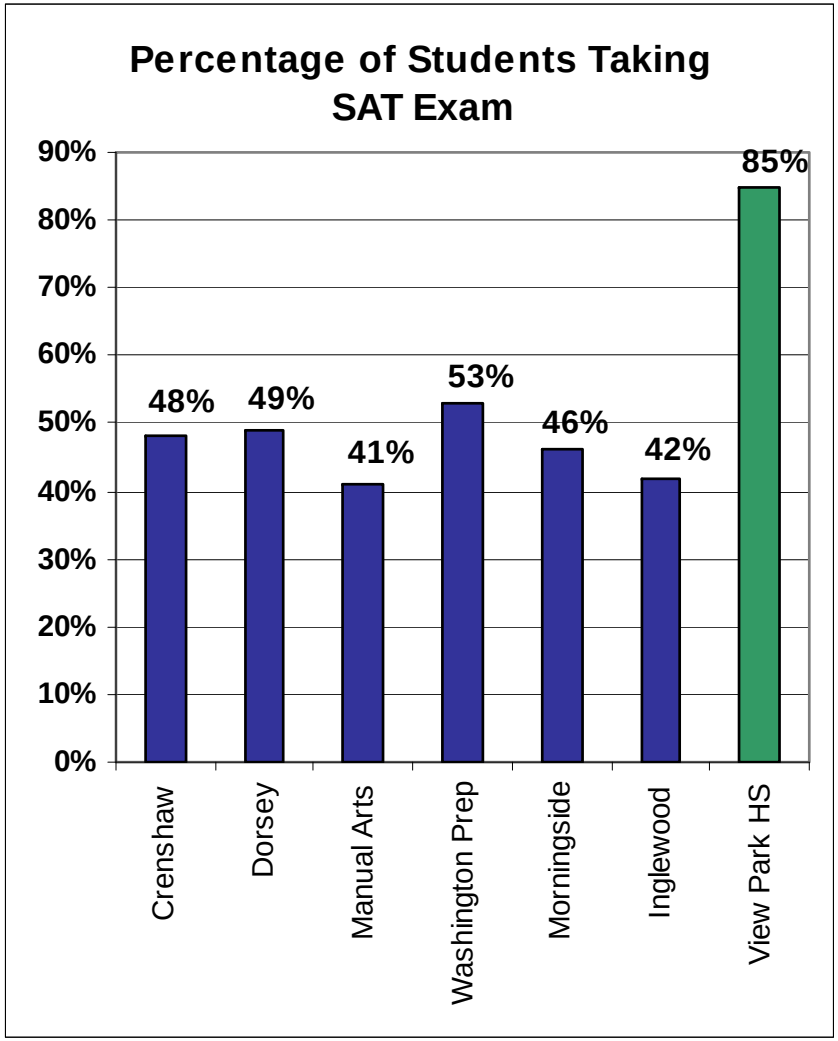
* Yes on appeal (Assigned "District Average" for LAUSD)

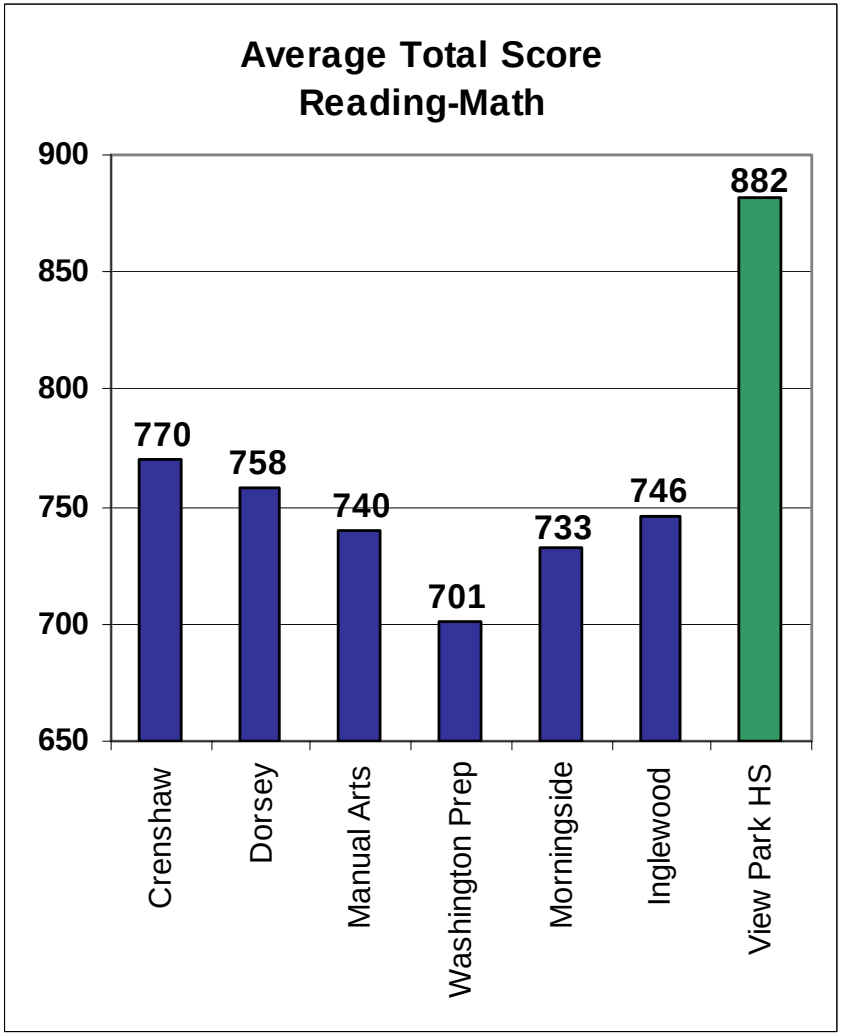
ICEF African-American Students Score Higher than the State Average for African-American Students



2009 data released 9/2009 - Source: California Department of Education/DataQuest: http://dq.cde.ca.gov/dataquest/

ICEF Outperforms on SAT Exam





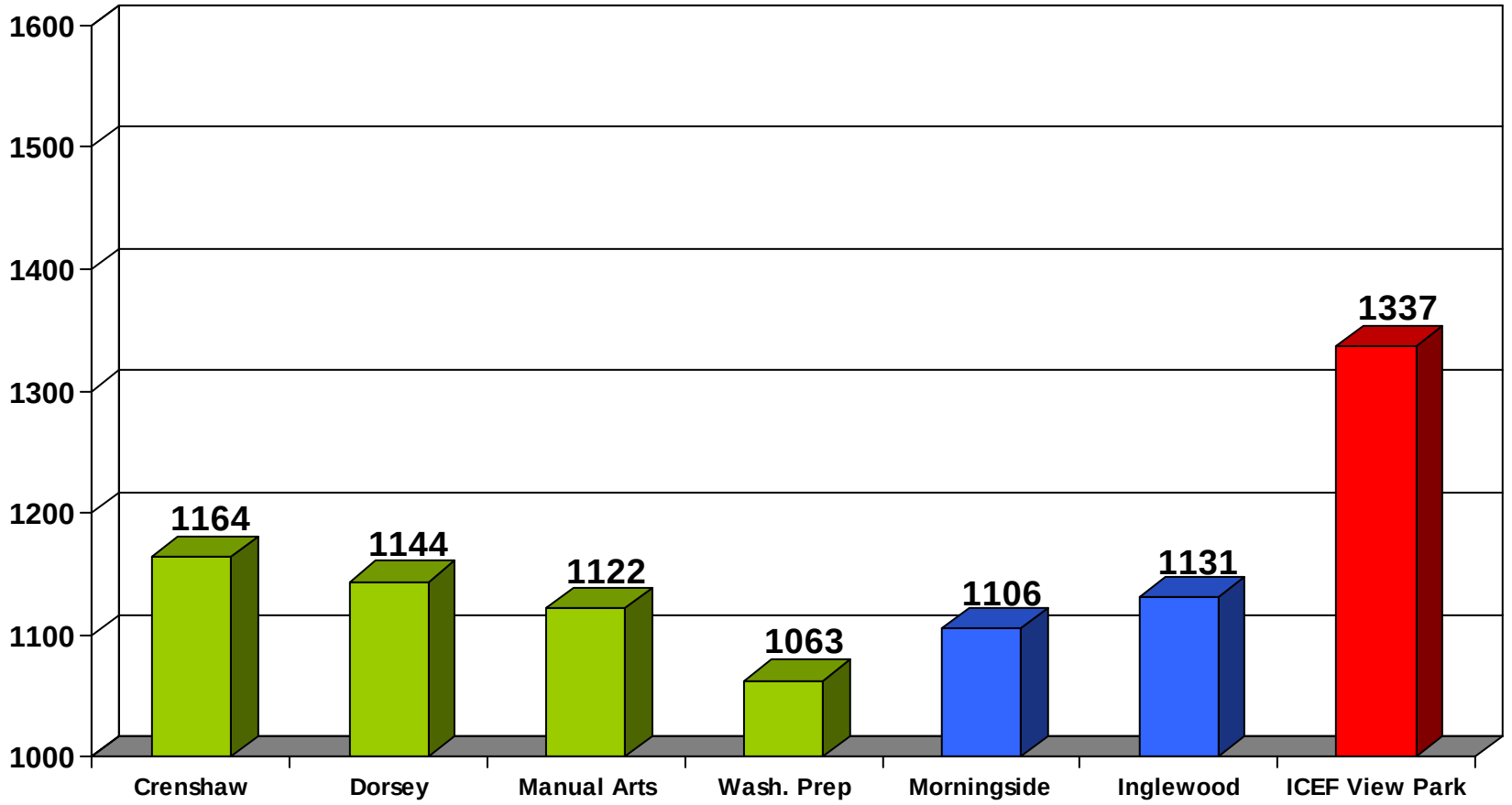
2008 data released 4/2009 - Source: California Department of Education/DataQuest: http://dq.cde.ca.gov/dataquest/ and View Park HS enrollment data

ICEF Public Schools

2008 SAT Scores in South Los Angeles

Performance of seven prominent high schools in South Los Angeles

Reading - Math - Writing



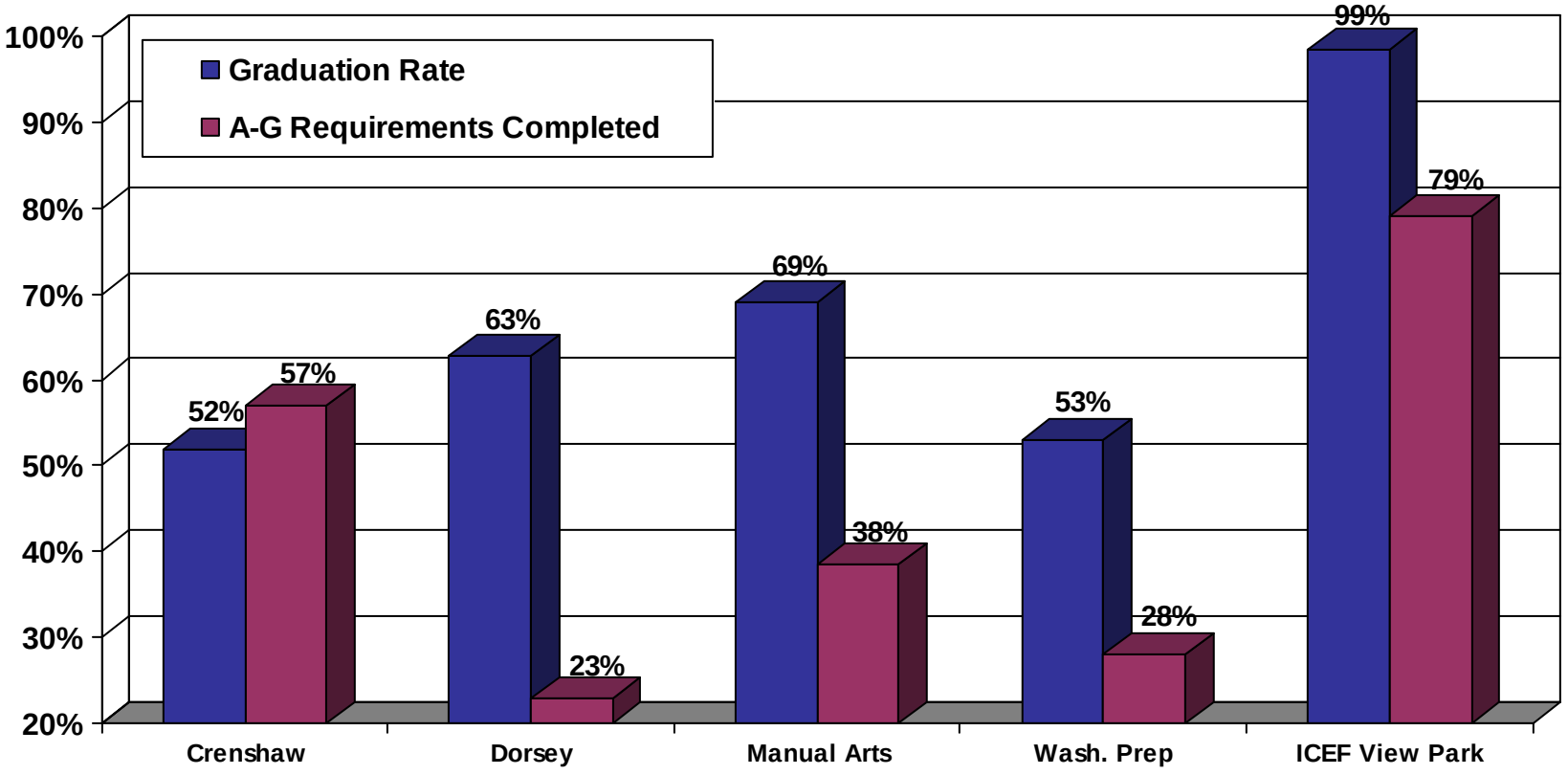
- ICEF View Park beat the blended average of these neighboring schools by 19%.
- ICEF View Park scored highest among LAUSD high schools with greater than 50% African American population

2008 data released 4/2009 - Source: California Department of Education/DataQuest: http://dq.cde.ca.gov/dataquest/

ICEF Public Schools

High School Graduation Rates in South Los Angeles

Performance of five major South Los Angeles high schools

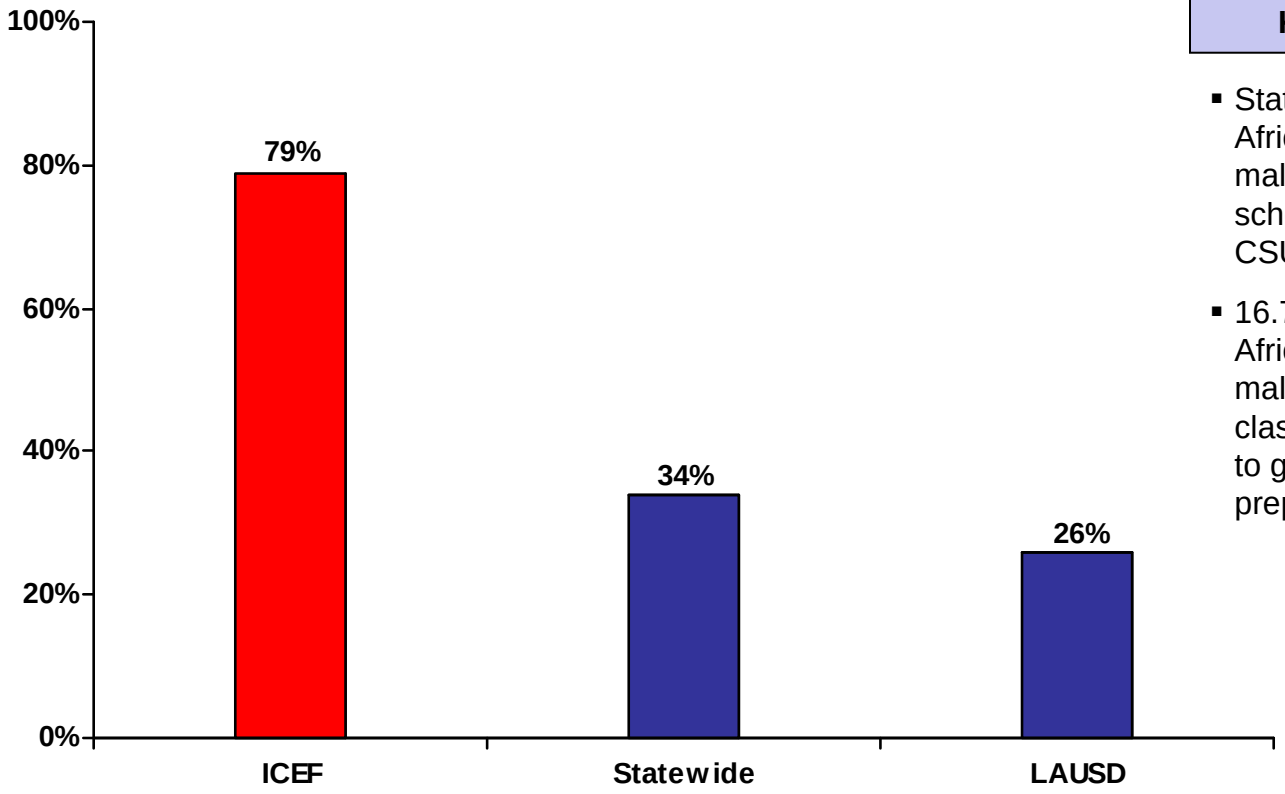


A-G requirements are the courses required by UC and CSU to be eligible for acceptance.

2008 data released 7/2009 - Source: California Department of Education/DataQuest: http://dq.cde.ca.gov/dataquest/

ICEF Graduates are Prepared to Succeed in College

The Percentage of High School Graduates Completing All Courses Required for UC and/or CSU Entrance

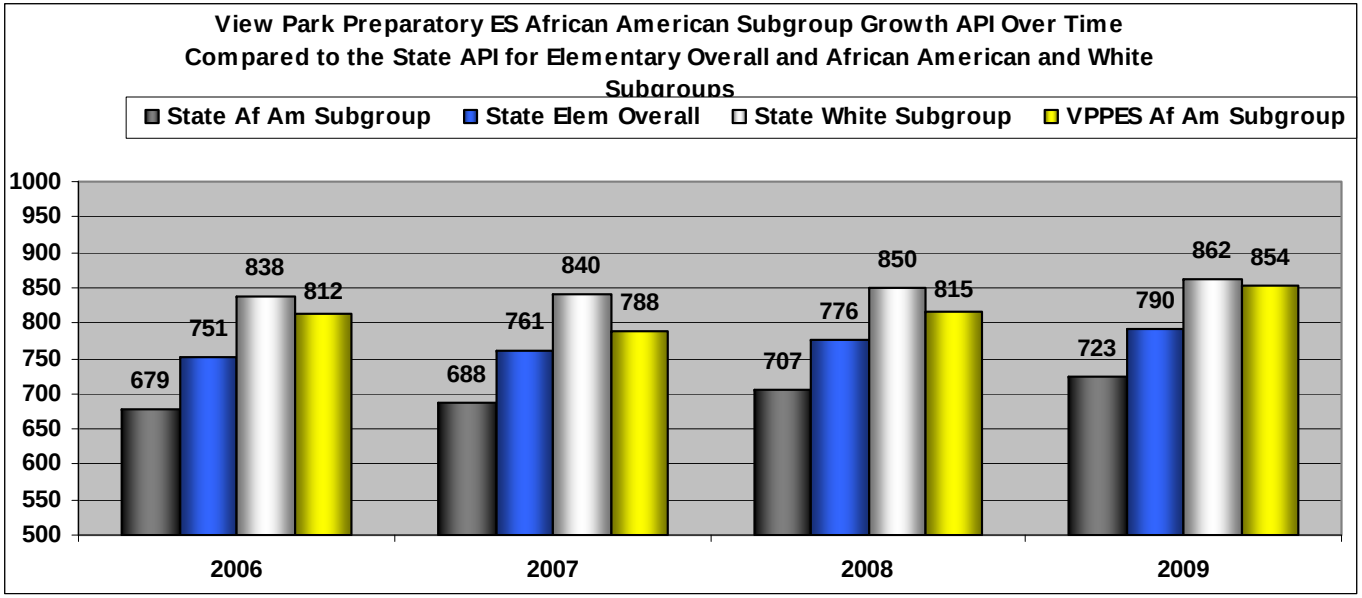


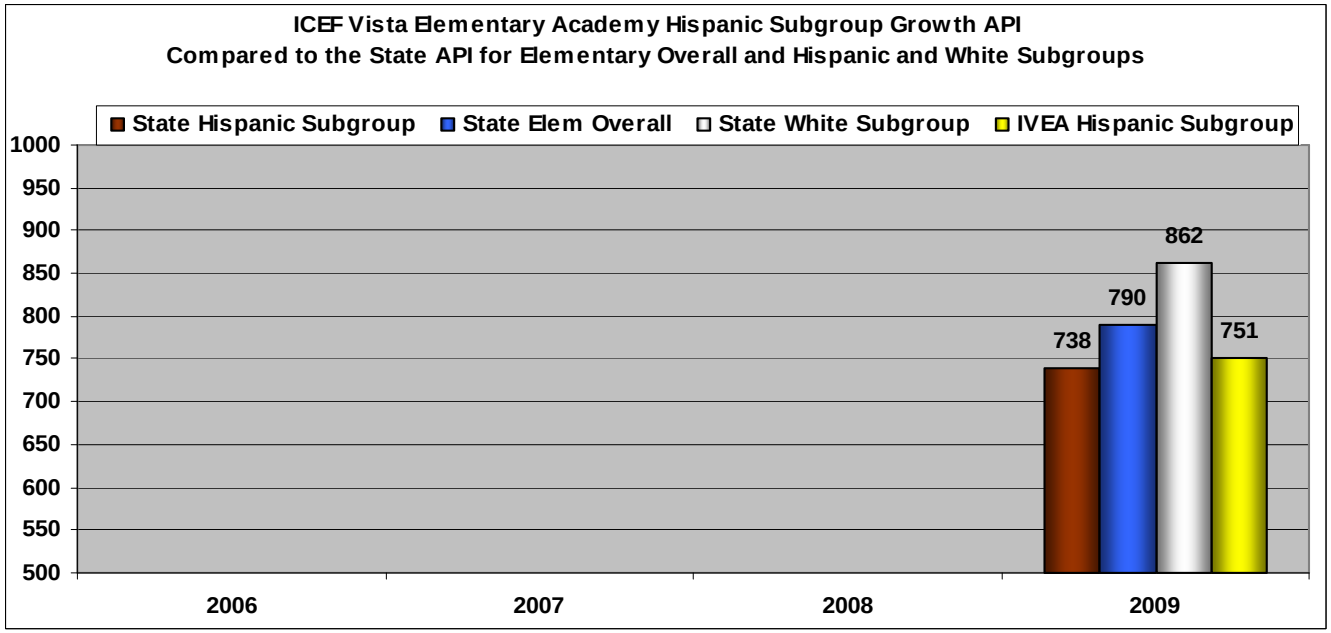
Key Findings

- State-wide 18.5% of African-American males graduated high school eligible for CSU or UC admission
- 16.7% of LAUSD African-American males in the senior class actually make it to graduation prepared for college

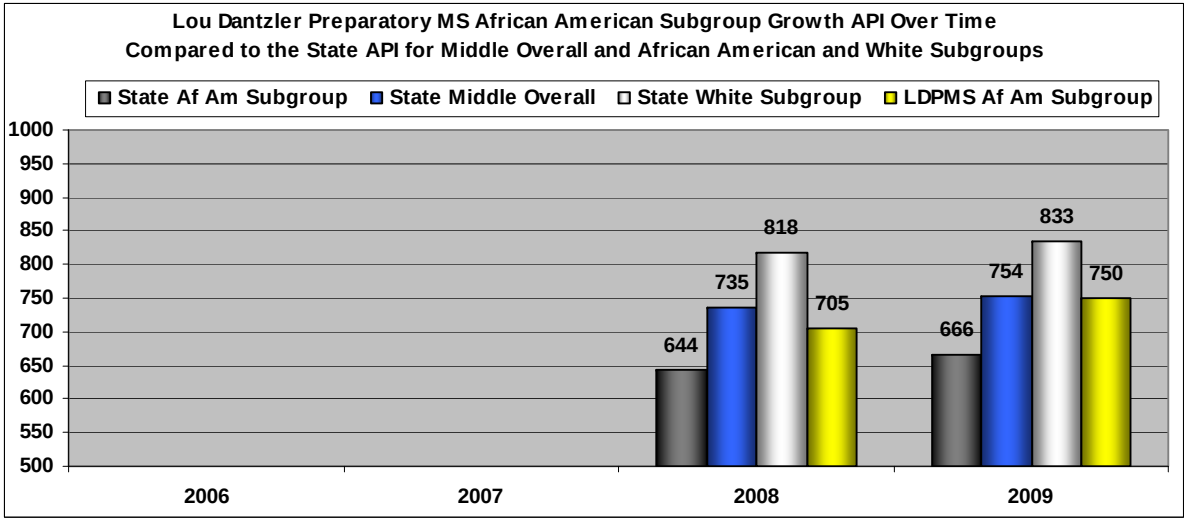
2008 data released 7/2009 - Source: California Department of Education/DataQuest: *http://dq.cde.ca.gov/dataquest/*

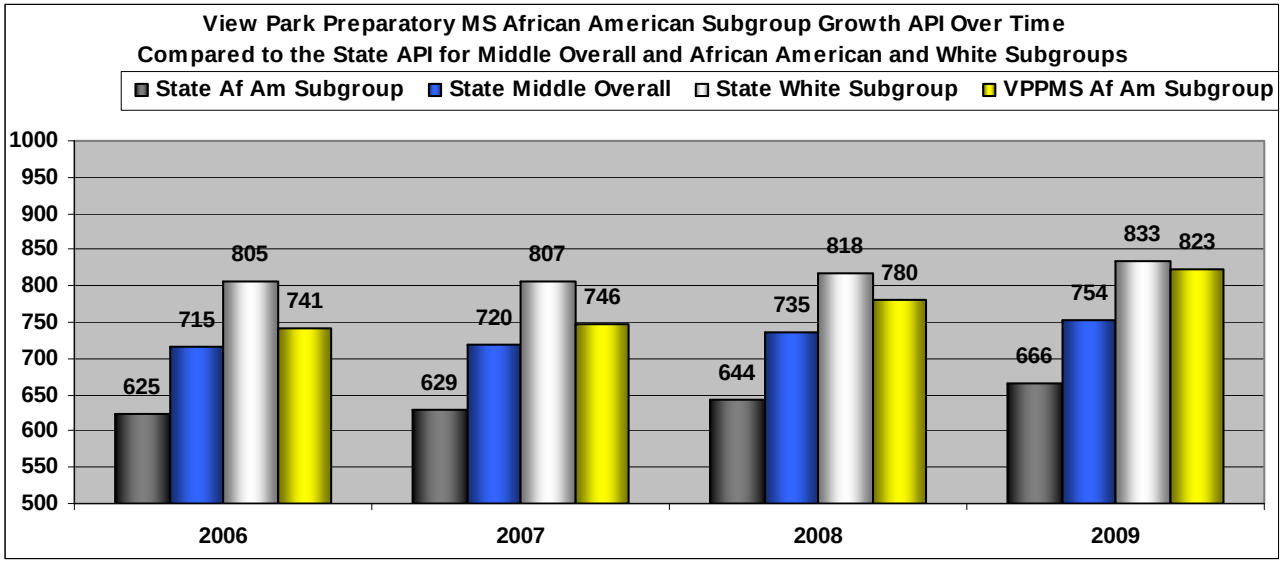
ICEF is Closing the Achievement Gap





ICEF is Closing the Achievement Gap in Middle Schools





ICEF Public Schools

ATTACHMENT V

Academic Calendar and Daily Schedule

ICEF Los Angeles Elementary School #6 will follow the State requirements for the number of instructional days and minutes for our students, K = 36,000 minutes, 1-3 = 50,400 minutes, 4-5 = 54,400 minutes delivered in a minimum of 180 instructional days.

School Year Begins	September 9, 2009
Minimum Day (Professional Development)	September 29, 2009
Minimum Day (Professional Development)	October 27, 2009
Veteran's Day (No School)	November 11, 2009
Minimum Day (Professional Development)	November 17, 2009
Thanksgiving Break (No School)	November 25 – 27, 2009
Minimum Day (Parent Teacher Conference)	December 10, 2009
Minimum Day (Parent Teacher Conference)	December 11, 2009
Winter Break (No School)	December 21, 2009 – January 2, 2010
King Day (No School)	January 18, 2010
Minimum Day (Professional Development)	January 26, 2010
President's Day (No School)	February 15, 2010
Minimum Day (Professional Development)	February 23, 2010
Minimum Day (Parent Teacher Conference)	March 24, 2010
Minimum Day (Parent Teacher Conference)	March 25, 2010
Minimum Day (Professional Development)	March 30, 2010
Minimum Day (Good Friday)	April 2, 2010
Spring Break (No School)	April 5 - 9, 2010
Minimum Day (Professional Development)	April 27, 2010
Memorial Day (No School)	May 31, 2010
Minimum Day	June 17, 2010
Minimum Day	June 18, 2010

Daily Schedule

Currently we anticipate the school day will begin at 8:00 am and conclude at 3:00 pm. Each day will include a 45 minute lunch and a 15 minute break. The total number of offered daily instructional minutes under this schedule is 360 minutes which exceeds the state requirement of instructional minutes for all grades K-5.

The Minimum Day Schedule is 8:00 a.m. – 12:45 p.m.

Kindergarten	
8am - 8:40am	ABCs & High Frequency Words S/S Cards Morning Message Math
8:40am - 9:40am	OCR / Phonics
9:40am - 10am	Recess
10am - 11am	Math
11am - 11:45am	Lunch
11:45am - 12:05 pm	D.E.A.R.
12:05pm - 1:50pm	Social Studies
1:50pm - 2:40pm	Physical Education
2:40pm - 3pm	Review / Homework / Dismissal
1st Grade	
8am - 8:40am	Morning Message Journal Writing Daily Language / Review
8:40am - 9am	OCR / Phonics Spelling
9am - 9:40am	OCR / Reading
9:40 – 10am	Recess
10am - 11:15am	Math

11:15am - 11:45am	Workshop
11:45am - 12pm	Clean Up
12pm - 12:45m	Lunch
12:45pm – 1pm	Rest & Digest
1pm - 1:35 pm	Science
1:35pm - 2pm	Story Time
2pm - 2:30pm	D.E.A.R.
2:30pm - 3pm	Review / Homework / Dismissal
2nd Grade	
8am - 8:40am	Morning Activity/Journal/Math Meeting
8:40am - 10am	OCR / Phonics
10am - 10:20am	Recess
10:20am - 10:30am	Read Aloud
10:30am – 11am	OCR / IWT
11am – 12pm	Math
12pm - 12:45pm	Lunch
12:45pm - 1:05pm	D.E.A.R.
1:05pm - 1:55pm	Science / Social Studies
1:55pm - 2:40pm	Enrichment
2:40pm - 3pm	Recap/ Homework/ Dismissal
3rd Grade	
8am - 8:40am	Morning Message / Activity / Journal Writing
8:40am - 9:40am	OCR / Phonics / Spelling
10:20am - 10:40am	Recess
10:40am - 12pm	Math
12pm - 12:30pm	DEAR
12:30am - 1:15am	Lunch
1:15pm - 2pm	Enrichment
2:05pm - 3pm	Science / Social Studies
4th Grade	
8am - 8:15am	Opening
8:30am - 9:15am	Math
9:15am - 10am	OCR I
10am - 10:20am	Recess
10:20am - 12pm	OCR II
12pm - 12:45pm	Lunch
12:45pm - 1pm	Read Aloud / D.E.A.R
1pm - 2:45pm	Writing / Core / Social Studies / Geography Physical Education / Art / Music
2:45pm - 3pm	Recap / Homework
5th Grade	
8am - 8:30am	Homework/Review/Journal Writing
8:30am - 10am	OCR / Language Arts
10am - 10:25am	Workshop / Language Arts
10:25am - 10:45am	Recess
10:45am - 12:10pm	Math
12:10pm - 12:30pm	D.E.A.R.
12:30pm - 1:15pm	Lunch
1:15pm - 2:45pm	Science / Social Studies/Physical Education / Art / Music
2:45pm - 3pm	Recap / Homework

ICEF Public Schools

ATTACHMENT VI

Parent and Student Handbook

Inner City Education Foundation

2009 – 2010
Parent & Student
HANDBOOK

View Park Preparatory Accelerated Charter Elementary Edition

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Section 1: School Governance and Operational Policies

INNER CITY EDUCATION FOUNDATION

Est. 1994

Inner City Education Foundation
Mission Statement

The Inner City Education Foundation's (ICEF) mission is to offer students at-risk an excellent education in their own community. ICEF will establish small, non-sectarian charter schools and enrichment programs that provide students with a rigorous traditional education while incorporating information-age tools and resources. These charter schools and programs will feature a personal approach to learning with a low student teacher ratio and one-on one tutoring. In this fertile learning environment, students will master basic skills and core knowledge to form a foundation of higher learning. ICEF will instill in its students a desire to return to the community in which they were raised to be the next generation of leaders, teachers, professionals, and donors.

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ICEF PUBLIC SCHOOLS
5150 Goldleaf Circle, Suite 401
Los Angeles, California 90056
323/ 290-6900

View Park Preparatory Accelerated Charter Schools

View Park Preparatory Accelerated Charter Elementary School

3751 West 54th Street — Kindergarten – 3rd Grade Campus
3855 West Slauson Avenue — 4th & 5th Grade Campus
Los Angeles, California 90043
Robin Harris, Director
Kenneth Wheeler, Assistant Director
Yvonne Dunigan, Office Manager
Kimberly Adams, Parent Liaison

View Park Preparatory Accelerated Charter Middle School

5125 Crenshaw Boulevard — 6th Grade Campus
5749 Crenshaw Boulevard — 7th – 8th Grade Campus
Los Angeles, California 90043
Dwight Sanders, Director
Nick Howard, Assistant Director – 6th Grade Campus
Breanna Washington, Office Manager – 7th & 8th Grade Campus
Monique Bacon, Parent Liaison – 7th & 8th Grade Campus
Traci Ford, Office Manager & Parent Liaison – 6th Grade Campus

View Park Preparatory Accelerated Charter High School

5701 Crenshaw Boulevard
Los Angeles, California 90043
Darnise Williams, Director
Sonia LaFall, Assistant Director
Teresa Pleasant, Office Manager
Philica Walker, Parent Liaison

Fernando Pullum High School for the Performing Arts

5100 South Broadway
Los Angeles, California
Germaine DuCree, Director
John Armbrust, Assistant Director
Toi Artis, Office Manager
Ras Moore, Parent Liaison

Fredrick Douglass Schools

Fredrick Douglass Elementary School
2320 West Martin Luther King, Jr. Boulevard
Los Angeles, California 90037
Jennifer Cole, Director
Barbara Washington, Office Manager
Jewel Pearson, Parent Liaison

Fredrick Douglass Middle School
3200 West Adams Boulevard
Los Angeles, California 90018
Karen Anderson, Director
Kenya Jackson, Assistant Director
Carla Bell-Alex, Office Manager
Tamica Bradshaw, Parent Liaison

Fredrick Douglass High School
3200 West Adams Boulevard
Los Angeles, California 90018
David Morrow, Director
Eugeine Hyde, Office Manager
Cynthia McSharry, Parent Liaison

ICEF Inglewood Schools

ICEF Inglewood Elementary School
Inglewood, California
Jacqueline Woods, Director
Connie Sutton, Office Manager
Lori Foskey, Parent Liaison

ICEF Inglewood Middle School
Inglewood, California
Jacques Bordeaux, Director
Mike Flores, Assistant Director
Clarissa Sullivan, Office Manager
Lori Foskey, Parent Liaison

ICEF Vista Schools

ICEF Vista Elementary
4471 Inglewood Boulevard
Los Angeles, California 90066
Ryan Gomez, Director
Marilou Cerda, Office Manager
Brenda Reyes, Parent Liaison

ICEF Vista Middle School
4471 Inglewood Boulevard
Los Angeles, California 90066
Sean Nealy, Director
Juana Vera, Office Manager
Brenda Reyes, Parent Liaison

Lou Dantzler Schools

Lou Dantzler Elementary School
Los Angeles, California
Glenetta Pope, Director
Nora Kelly, Office Manager
Michelle Norman, Parent Liaison

Lou Dantzler Middle School
Challengers Boys & Girls Club
5029 Vermont Avenue
Los Angeles, California 90037
Carla Chambers, Director
Michelle Emelle, Assistant Director
LaShelle Curtiss, Office Manager
Cynthia Jackson, Parent Liaison

Lou Dantzler High School
Los Angeles, California
Elaine Gills, Director
Candace Walters, Assistant Director
Kristian Forte, Office Manager
Melinda Dockery, Parent Liaison

Thurgood Marshall Schools
Thurgood Marshall Middle School
3500 South Normandie Boulevard
Los Angeles, California 90007
Peter Watts, Director
Edith Grant, Assistant Director
Susuan Wade, Office Manager
Desiree' Bevans, Parent Liaison

View Park Preparatory Accelerated Charter Elementary School
Kindergarten – 3rd Grade Campus
3751 West 54th Street
Los Angeles, CA 90043
Phone: 323-290-6950 fax: 323-291-5918
www.icefla.org/vppes

Elementary School Administration

Robin Harris, Director
Kenneth Wheeler, Assistant Director
Yvonne Dunigan, Office Manager
Kimberly Adams, Parent Liaison
Tracey Marshall, Director – ICEF Food Services

Elementary School Teaching Staff K-3

Stephen Bochicchio & LaKiesha Soloman, Kindergarten Teacher
Lauren McGlory, Kindergarten Teacher
Melissa Somerville, Kindergarten Teacher
Sara Senno, S.M.A.R.T.S. Kindergarten Teacher
Sheryl McKay, S.M.A.R.T.S Teacher Associate
Sasha Dismuke, Kindergarten Teacher Associate
Wendy Mister, Kindergarten Teacher Associate

Morgan Irving, 1st Grade Teacher
Kathyrn Kinnier, 1st Grade Teacher
Dawn Walker, 1st Grade Teacher
Tamara Fuston, 1st Grade Teacher Associate
Amber Jones, 1st Grade Teacher Associate
Devin McSharry, 1st Grade Teacher Associate

Wanda Edmond, 2nd Grade Teacher
Malakia Fife, 2nd Grade Teacher
Sheila Weathers, 2nd Grade Teacher
Teresa Bonds, 2nd Grade Teacher Associate
LaKia Taylor, 2nd Grade Teacher Associate

Mary Clemmons, 3rd Grade Teacher
Joy Freismuth, 3rd Grade Teacher
Eileen Lu, 3rd Grade Teacher
Deborah Dismuke, 3rd Grade Teacher Associate

Elementary Support Staff

Linnie Brinson, Facilities
Isaac Howard, Custodian
Betty Johnson, Nutritionist
Debbie White, Nutritionist

View Park Preparatory Accelerated Charter Elementary School
4th and 5th Grade Campus
3855 West Slauson Ave.
Los Angeles, CA 90043
Phone: 323-290-6960 Fax: 323 -298-4935
www.icefla.org/vppes

Elementary Teaching Staff 4-5
Rachel Cross, 4th Grade Teacher
Alexis Jiles, 4th Grade Teacher
Shuron Owens, 4th Grade Teacher

Woodlene Alexis, 5th Grade Teacher
Jennifer Conley, 5th Grade Teacher
Joy Ramos, 5th Grade Teacher
Kenneth Wheeler, 5th Grade Teacher/Assistant Director

Enrichment
Elston Pyne, After School Director
Fernando Pullum, Director of Music Program
Charles Dickerson, Music Teacher
Armapal Karna, Director of Art Program
Ismael Soto, Associate Director Art Program
Sandra Nelson – Art Teacher
*Kene Washington & Lori LaVell*e, On-site Counselor
Stephen Bochicchio, Physical Education Teacher
Anthony Varnado, Physical Education Teacher

Elementary Support Staff
Marsha Boyd, Office Asst., 4TH and 5th Grade campus
Phina Ihesiaba, 4th & 5th Grade Assistant
Ryan Butler, Custodian

Director's Message

Dear Parents and Students:

Welcome Back! It is time again to put our shoulders to the wheel of learning and progress. We have made great strides towards creating a professional learning community through the collaborative efforts of all stakeholders. This effort will continue as we empower one another to be the best and accept "no excuses" for mediocrity.

I am excited to see what this school year will render as we work towards becoming the best elementary school in the nation (yes, nation). Nothing is impossible, if you can believe it – you can achieve it. Parents you make the difference between a good school and a GREAT school. Let's go from Good to GREAT – please continue to support and stay involved in your child's education and school activities. Your attendance at Back to School Night, Parent – Teacher Conferences and our monthly Parent Information Meetings (PIM) will keep you abreast of school-wide activities as well as grade level happenings.

Please take time to read this 2009-2010 Parent Student Handbook completely with your child(ren) as it will guide you in the policies of our school. Additionally, most of the questions you may have will be addressed in this handbook.

On behalf of ICEF Public Schools, I look forward to another successful year.

Mrs. Robin Harris, Director
View Park Preparatory Accelerated Charter Elementary School

MISSION STATEMENT OF VIEW PARK PREP ACCELERATED CHARTER SCHOOL

View Park Preparatory Accelerated Charter School's mission is:

- To prepare our students to attend and to compete academically at the best colleges and universities in the nation.
- To expand the choices that parents and students have for a first rate educational opportunity within the public school system.
- To discover and develop each student's gifts and talents.

Campus Goals and Objectives:

- To offer students excellence in education and a sense of purpose.
- To help each student to be a loyal and responsible citizen.
- To prepare students to compete at the top colleges in the nation.
- To train students to be self-disciplined.
- To help the student in his/her growth toward becoming a responsible adult, an outstanding student and a person with respect for others and himself/herself.
- To develop in each student the skills of creative thinking and evaluative reasoning.
- To instill a sense of fairness, competence and self-reliance in work and play.

ADMISSION POLICY

View Park Prep Elementary School has over 2500 students on the waiting list. By law, admission is based on a lottery with the following exceptions: Siblings or present VPPACS students whose families have fulfilled their contractual requirements with the school are given preference for admission. All families who have upcoming kindergarten siblings must put their child's information on the waiting list and complete and return the sibling Letter of Intent when distributed. If this information is not provided to the school when asked, your child's name remains on the waiting list with the general public. All students must have a certified birth certificate, or other reliable proof of age for entrance to the school at all grade levels (K-5). Additionally, parents/guardians will be required to provide at least two documents showing proof of residency.

NON- DISCRIMINATION STATEMENT

The Los Angeles Unified School District is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The District prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender

identity, pregnancy, childbirth or related medical condition); ethnicity such as race, color national origin, ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statement, or conduct that is physically threatening or humiliation.

This nondiscrimination policy covers admission or access to or treatment or employment in the District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities.

CURRICULUM POLICY

View Park Preparatory Accelerated Charter Elementary School's curriculum is based on one fundamental assumption from which all our actions and decisions about curriculum are based. It is assumed that every student will go on to attend one of the top 100 colleges and universities in the nation. We want our students to be competitive academically at these institutions, and therefore, we have designed an extremely rigorous and comprehensive course of study.

We believe that to succeed a student must be an excellent reader, writer, and mathematician. We believe true self-esteem is the result of actual competence. Our students will study English, grammar, history, science, math, technology, art, music, and physical/health education. View Park Preparatory Accelerated Charter Elementary School will be an Accelerated School. Academically speaking "Accelerated" means we teach to the pace of the top 25 % of students in the class. The remaining 75 % of students must work 2 to 3 times harder to keep up. They will have to learn how to work smarter as well as harder if they hope to succeed academically at View Park Preparatory Accelerated Charter Elementary School. We provide extra tutoring and intense "intervention" free of charge to students both during the day and after school. Our intervention program begins in September and ends in May.

Every effort is made to inform parents of every aspect of their child's education and the functions of the school to that end. The result is an empowered parent body. Parents active in providing their children with the support and proper environment at home enable their child to succeed. They model for their children the importance of school by volunteering four hours each month. Their presence and support has served as a catalyst for VPPACES high STAR Assessment test scores.

CONTRACT

As a school, View Park Preparatory Accelerated Charter School promises to:

- Expect and demand the best from our teachers, staff and administration.
- Expect and demand the best from our students.
- Establish and maintain the highest academic standards.
- Provide a safe environment for students and staff members.
- Demonstrate respect for students, parents, and educational staff.
- Recruit and retain professional, qualified educators who are motivated and committed to the View Park Preparatory Accelerated Charter School vision.

- Provide a structure for complete involvement in the school's activities by parents, teachers, staff and administration.
- Provide on-going training for staff and administration.
- Provide textbooks and technology that will advance learning.

As a Parent/Guardian:

- Expect and demand the most from my child as a student.
- Expect and demand the best from myself as a parent.
- Show respect for my child's teacher and the school (other students, parents, and employees of the school).
- Be on my best behavior at all times while on school campus.
- Discover the best ways for my child to learn his or her style of learning.
- Provide a home environment that encourages my child to learn.
- Maintain open lines of communication with my child's teacher.
- Communicate daily with my child about his/her school activities.
- Encourage my child to read at home and monitor his/her TV viewing.
- **Volunteer 40 hours per school year**;**(4)** four hours a month in which **(3)** three of those hours should be served at the school site.
- I acknowledge that failure to complete my volunteer hours may result in my family being unrolled and matriculated to my home school or other school of choice.
- Attend a minimum of 70% of Parent Information **(PIM)** meetings. **(mandatory)**
- Attend all mandatory parent training and a refresher training sessions.
- Ensure that all homework assignments are completed and reviewed.

As a student:

- Believe in myself, and expect the best from myself as a student.
- Take pride in my work and achievements.
- Be on my best behavior and show my teachers the proper respect.
- Demonstrate respect for my school mates, school staff and myself.
- Be willing to work cooperatively with others as a team member.
- Come to school prepared with my homework and supplies.
- Talk to my parents daily about my school activities, assignments, and concerns.
- Accept responsibility for my behavior and/or its consequences.
- At all times do my best to act with reasonable judgment.

As a teacher:

- Expect and demand the best of myself as a teacher.
- Expect and demand that each student do his or her best.
- Believe that my students can achieve great things.
- Ensure that each child has acquired the skills necessary to succeed at the next grade level.
- Use a variety of teaching methods and styles to address the whole child.
- Show respect for each child and their family.
- Provide an environment that is conducive to learning.
- Be prepared to teach and provide meaningful and appropriate homework activities.

- Maintain open lines of communication with students and their parents.
- Demonstrate professional behavior and a positive attitude at all times.
- Enforce school/classroom rules fairly and consistently.
- Attend the trainings for staff and thereafter refresher training.)
- Attend a minimum of 70% of the monthly Parent Information Meeting **(PIM)** meetings. **(mandatory)**
- Attend all **staff development** and **professional development** when scheduled.

HOMEWORK POLICY

Homework is a vital part of the total learning process. Grade-level practices are communicated to the students during the first week of school. The purpose of homework for the child is to:

- Provide essential practice in needed skills
- Train students in good work habits
- Afford opportunities for increased self-direction
- Enrich and extend school experience
- Help students learn to budget time
- Promote growth in responsibility
- Bring students into contact with out-of-school learning resources

The most positive way parents can assist their child to complete homework is by providing the student with a consistent time and place for study, making supplies available, and helping children develop organizational and time management skills. Therefore, they can finish and return their homework to school in a timely fashion. ***Homework must be student work***. Parents should proofread all homework before returning to their child's teacher. The teacher assigns homework as reinforcement of the day's lesson and/or as preparation for the next day's lesson.

SPECIAL MESSAGE FROM THE HEAD OF SCHOOL

The most important class your child has every day at ICEF Public Schools is D.E.A.R. (Drop Everything And Read). D.E.A.R. is 30 minutes of silent sustained reading. It is important that you reinforce this behavior at home. While it is important that each night the child reads aloud to you, it is more important that a parent/guardian read for own improvement and pleasure.

RAINY DAYS

Do not contact the main office. **Before school students will report directly to either Bain Hall or Scott Hall. After school parents or any designee for pick-up must personally pick-up students from his/her classroom.** Exceptions, students participating in the After-school program, those students will be escorted after dismissal to Bain or Scott Hall

EMERGENCY PROCEDURES AND DRILLS

Evacuation-Strategic Partnership Schools Group Inc. and ICEF Public Schools is joining Team SAFE-T an alliance of public and private organizations dedicated to integrating emergency preparedness into California's Schools. The program has been approved by the California Department of Education to meet state mandates for earthquake and fire preparedness statewide. The program has been publicly endorsed by California's First Lady Maria Shriver.

Fire and Earthquake Drills-Fire and earthquake drills are held at various times during the school year. These drills are necessary for the safety of all students. Students must follow the directions quickly, quietly and in an orderly manner. If primary exits are blocked, alternate exits are available. ICEF Public Schools will provide earthquake kits for all students. The kits will be located in a secured shed that can be accessed by all staff members.

Section 2: Accelerated Program

ICEF SCHOOL PRINCIPLES

Unity of Purpose - All members of the school community share a dream for the school and work together toward common goals that benefit al students;

Empowerment Coupled with Responsibility – Every member of the school community is empowered to share in decision-making, in the responsibility for implementing decisions, and being held accountable for the outcomes of such decisions.

Building on Strengths – Accelerated school communities seeks to recognize and utilize the knowledge, talents, and resources of every member of the school community.

The three guiding principles of the ICEF School process imply that everyone participates in the leadership and various aspects of decision making in the school.

DECISION MAKING PRINCIPLES

Command – decisions that are made by Principal or ICEF Public Schools.
Executive – decisions that are made by school administration or Steering Committee.
Consensus Driven – decisions that are made by the School as a whole.

CADRES ***(examples)***

- ***Safety & Logistics***
- ***Volunteer***
- ***Family Contracts***
- ***Fundraising***
- ***Hospitality***
- ***Campus Beautification***

All cadre/committee meetings have a facilitator, a recorder, timekeeper, a reporter (optional), and attendance sheet. A meeting has not officially occurred, unless the agenda, minutes, and the attendance sheets are filed with the ICEF PUBLIC SCHOOLS Parent Liaison. Below are short descriptions of the expectations of each role.

(a) Facilitator – The facilitator helps the group guide discussion, moving the entire group forward, assuring that all parties involved have the opportunity to participate.

(b) Recorder - The recorder records the decision and actions reached in the meeting.

(c) Timekeeper – The timekeeper ensures that agenda items do not exceed the time allotted for the meeting. Calls out the amount of time spent on an item and how much time remains for discussion. Works with the facilitator to start and conclude meetings as scheduled. Asks the group if they agree to extend or shorten planned agenda item discussions based on the amount of time the committee is spending on other agenda items.

(d) Closure – The closure works in tandem with the recorder to summarize the issues in which actions were made or future action is required.

MEETING NORMS

It is critical to create a meeting atmosphere in which participants feel safe to bring up issues and concerns without fear of being stifled or to have their conversation be redirected. Meeting norms are created when a committee is constituted. They should be posted at all meetings and read when new members join the committee and be open to adding to the list as new standards or experiences are shared.

Example of meeting norms:

Meeting Norms
Start and Stop meeting on time.
Follow the agenda.
Be respectful of each other's opinions.
Raise your hand to be acknowledged by the facilitator before speaking.
No sidebars – one person speaks at a time.

BUILDING A CONSENSUS

When a group reaches consensus, it means that all members of the group have to come to a decision or agreement that all can support or abide by. **It is not voting where the majority makes the decision for the minority**. Instead, it is a process of discussion and listening to the input from each member of the group. Complete unanimity is not the goal. However, all members of the group work to create an environment where there is agreement on how decisions are being reached and how tapping into the aforementioned strengths, goals, etc. may be most easily accomplished. Knowing ahead of time that everyone will not agree with all decisions is not only a practical necessity; it honors the efforts of those taking their time to offer their input on a practical issue.

REACHING A CONSENSUS

a.) Thoroughly discuss the issue as time permits.
b.) Acknowledge all viewpoints during discussion – but stay on track.
c.) Where there is disagreement, articulate why you feel the way you do. Avoid blocking.
d.) Implement the vehicle for deciding how to reach a decision.
e.) Acknowledge the fact that there will be unanimity in reaching a decision. Reflect on the questions: What can you support? What are your boundaries? Priorities?

PARENT INVOLVEMENT

The role of all parents is extensive and crucial. At ICEF Public Schools, parental involvement is defined as providing positive support to the school community at all times. **All complaints should be accompanied with a possible solution.** Parent decisions and activities at the school, should reflect

the community's collaborative aspirations for the education, health and well being of all children."

The ICEF Public Schools will continually seek to involve parent/guardians and other family members in every aspect of their child's educational process. **Parents should always report to the office when entering the campus during the day. Parents are expected to sign in when they arrive on campus, and sign out before leaving. If necessary, a visitor's pass may be required.**

Please observe the following regulations when visiting classrooms:

1. Enter and leave the room quietly.
2. Do not converse with the teacher during class time.
3. You are requested to limit your visit to 20 minutes.
4. If you wish to confer with the teacher, please schedule a conference.
5. Avoid having confrontations of any sort with your child's teacher.

Parents and family will make a difference at the View Park Preparatory Accelerated Charter Elementary School by being visible members of the school community as a whole. Parents can be involved in a variety of activities from office support to being an active member of a Cadre/Committee. If you wish to observe your child's classroom **after the first two weeks** of school, please make arrangements with the Director of the Elementary School.

PARENT CADRE CO-CHAIRS

Each Cadre will elect a parent to serve as the parent co-chair of the cadre, along with the administrative/teacher co-chair. This parent will also represent the cadre and parents on the steering committee of the school. Parents are limited to serving one full year in any elected leadership position whether it is co-chair of the cadre, room parent, etc. Parents may be afforded the opportunity to be in a leadership position for a second term only if no other qualified candidate expresses interest, and approval of the administration. In addition, parents who do not fulfill their responsibilities (i.e. attend meeting, coordinate role need, etc.) for more than two months may be removed from their role.

PARENT LEADERSHIP PROGRAM

This program has been designed to help increase parent involvement at ICEF PUBLIC SCHOOLS. Our belief is that View Park Prep parents are important assets and their participation is essential. This program will allow parents to take leadership at View Park Prep and share their talents and skills through parent involvement. In addition, it will allow parents to know each other and work collaboratively. ***The minimum requirements to participate are; you must be in compliance with the ICEF PUBLIC SCHOOLS Family Contract, you are a View Park Prep family for at least one school year, and complete the parent leadership orientation/training.***

GRADE LEVEL MEETINGS

Grade level meetings are held monthly. The grade level chairperson is responsible for confirming with the Parent Liaison (1) one week prior to the PIM meeting regarding grade level updates and information. You will receive one (1) hour of volunteer time per family for attending the monthly grade level meetings.

CADRES / SUBCOMMITTEES

Cadres consist of various subcommittees that help support their respective area of school needs. They use the inquiry process to seek solutions. Cadres do not have decision-making power; however, their suggestions are weighed by the School As a Whole and consensus is reached. Cadres are comprised of members from the school community; teachers, support staff, administrators, parents, students, and community members. These cadres are subject to change in accordance with a needs assessment and consensus from all school stakeholders.

COMMITTEE MEETINGS

All committees will meet at the cadre level. All meetings must be scheduled through the Parent Liaison. Neither volunteer credit nor acknowledgement of any decisions made at any unauthorized meeting will be given. An unauthorized meeting is any meeting that had not been scheduled through the Parent Liaison. Additionally, all meetings must be held on school campus to receive volunteer hours and/or recognition.

PARENT ORIENTATION & TRAININGS

All new ICEF PUBLIC SCHOOLS families and staff are required to attend 1-day orientation training in the Accelerated school process when offered.

The purpose of the training is to help you through the multi layered ICEF PUBLIC SCHOOLS governance structure and the Accelerated process. It will better equip and empower each of us with a working understanding of the Accelerated process. Parents who understand and support the philosophy of the school, and are involved in the child's day to-day activities, contribute in positive, lasting ways to their child's academic success.

VOLUNTEERING

As a parent volunteer at View Park Preparatory Accelerated Charter School, I agree that it is my responsibility to preserve and protect the right of privacy of any child that I observe, or have contact within the course of my work at school. I will contact only the child's teachers if I have pertinent information that must be shared.

Parent volunteer opportunities exist at each campus. Volunteering means; helping our children, helping our schools, and helping ourselves through the personal satisfaction of doing an important job/service.

Individuals interested in helping should contact the Parent Liaison. (Ms. Adams) kadams@viewparkprep.org

- Volunteers must be 21 years and older, and **provide valid proof of current TB shot prior to volunteering**. Hours will not be credited until this is provided. TB test must be current within a 4 year period.
- Volunteer hours must be completed by **the last Friday in May to be recognized at the Volunteer Appreciation Gala**.
- 40 hours total or four (4) hours months in which three (3) of those hours are to be served at the ICEF PUBLIC SCHOOLS campuses.
- Be sure to sign the Meeting Sign-In sheet when attending a meeting. This sheet is used to credit your time for qualified meetings.
- The volunteer sign-in logs are located in the main office
- A maximum of 20 hours per school year is credited for field trips.
- **Parties are not credited volunteer time**. Such as birthday, holiday parties, end of the school year, etc.
- Volunteer time is credited for trainings, monthly PIM meetings and Cadre / Committee meetings only unless the school administration identifies otherwise.
- You will receive one **(1)** hour of volunteer time **per family** for attending the monthly PIM meetings, and **(1)** hour for attending the grade level portion, you must **sign-in for both meeting** to receive credit.

Section 3: Parent Information

BOOK AND PAPER FEES

In order to meet the costs of a rigorous and first rate education, we need to provide students with library books every year. View Park Prep Accelerated Charter School therefore finds it necessary for each family to donate $50 per student for Curriculum Support. This fee is non-refundable. All books are property of View Park Prep. Any damaged books must be paid for before students can receive report cards, and/or transcripts as referenced according to California Education Code 48904. Students will be charged $10.00 per page for every damaged page in the textbook or full publisher's replacement fee. NO EXCEPTIONS.

When one considers that View Park Prep is providing an education that is comparable to $15,000 a year in private schools, surely you will not hesitate to do your part to make View Park Prep the best.

PROCEDURE FOR MAKING APPOINTMENTS WITH TEACHERS AND ADMINISTRATORS

Teachers and administrators will be happy to listen to and address your concerns. In order to schedule a meeting/conference with a teacher or an administrator, please contact the main office (Mrs. Dunigan for K-3 teachers), (Ms. Boyd for 4th -5th grade teachers) leave your name, the person you wish to meet with, the reason you are requesting a meeting, and a number you can be reached. Your call will be returned before 4pm the same day. Teachers are available to meet between 3:15 -4:00

pm Monday, Tuesday, and Thursday. The Director-Mrs. Harris is available Monday through Friday 8:15 am -1:15pm and 3pm to 4:00pm **except Wednesdays**. The Assistant Director-Mr. Wheeler is available for conferences on Monday through Friday from 1:15pm-4:00pm **except Wednesdays**. Please be respectful of this policy, and make an appointment before coming on campus to conference with a teacher or an administrator.

AFTER SCHOOL PROGRAM VOLUNTEERS

Credit for volunteers assisting with programs after school is given at the authorization of the Parent Liaison & After-School Director. You must coordinate your volunteer work with the After School Director otherwise your hours will not be credited.

VOLUNTEER NOTEBOOK

It is imperative that you know and understand the procedure of how to log in your volunteer hours and how the school credits them. If you are unclear as to when and where to log your hours ask your Parent Liaison for help. Please print clearly and complete all entries in the volunteer log so hours can be properly credited. Incomplete information is considered incomplete and may cause hours to be mis-calculated.

All Volunteers must log their family's hours on the volunteer sign-in sheets provided by the Parent Liaison. To locate your child's sheet in the Volunteer Log Book please follow these directions: The volunteer log book is located outside the main office (on the K-3 campus) and outside Ms. Adams / Mr. Wheeler's office (on the 4/5 campus) look for your child's teacher once found; each class is listed in alphabetical order.

VOLUNTEER REPORT

The school maintains a report of the recorded volunteer hours you serve. The school will use this report to notify you at the monthly PIM meeting of your volunteer status. It is advisable that you maintain a record of your volunteer hours. Upon distribution of the report, you have one week to appeal the official record, in writing only. After one week, the record will stand. ***After June 1st the official record can only be amended by the Steering Committee/Appeals Board.*** Volunteer hours are recorded per family – it is not necessary to indicate the same volunteer time for each child.

STEERING COMMITTEE

The steering committee is composed of 1/3 parents (the parent chairperson of each cadre), 1/3 administration, and 1/3 teachers. The Steering Committee meets monthly to review cadre action plans and to funnel communication to the "School as a Whole" for discussion and decision-making. Also, the Steering Committee is responsible for hearing all appeals with respect to decisions made by the school's administration.

GRADE LEVEL ACCOUNTS

1. All funds raised by a class will stay with that class.

   Example: The first grade is the class of 2021. Any funds they raise in the first grade will follow them to second grade, third grade, and until they graduate from ICEF PUBLIC SCHOOLS in June 2021.

2. All funds raised by a grade level are for the grade level as a whole. There can be no fundraisers designated for one particular class. Example: Money received from a first grade fundraiser cannot be given to one class; it benefits each class in that grade level.

3. All items purchased for a particular grade will stay with that grade.
   Example: A television purchased for the first grade will stay with the first grade and not move to the second grade when those students move to the next grade level.

REPORT CARDS

There are three grading periods (trimesters). Teachers will send progress reports home once during each trimester. Teachers will confer with parents and students between report cards when there is cause for academic or behavior concerns.

GRADING CODE

Grades K-1

4	Exceeds grade level standards/objectives

3	Meets grade level standards/objectives
2	Experiences difficulty meeting grade level standards/objectives
1	Does not meet grade level standards/objectives

Grades 2-5

A	100-90
B	89-80
C	79-70
D	69-60
F	60 and below

The following scale is used to evaluate social development (grades K-1), citizenship, work habits, independent work habits, on task behavior etc. (Grades 2-5)

E	Excellent
S	Satisfactory
U	Unsatisfactory (grades 3-5)

Before a student receives a numeric grade of "1" or a letter grade of "F" the parents/guardian must first be notified.

The following general guidelines will be used for grading students:

- Test/assessments 50% of student's grade
- Quizzes 20%
- Projects 20%
- Participation /homework 10%

Percentages may vary based on the complexity of the assignment.

TEACHER/STUDENT-LED CONFERENCES

Parent-teacher conferences are held twice a year and are an essential part of communication between teachers and parents. Each conference lasts for about 15 minutes. Informal conferences may be scheduled with teachers at any time during the school year.

Conferences are a critical part of the assessment process, where parents and teachers have the opportunity to discuss all the academic, social and emotional growth patterns of children, as well as to discuss the areas of strength and weakness.

Portfolios and self-assessment is endemic to good teaching and enhances students' learning. Therefore, the elementary school will hold one Student Led Conference. During these conferences, students present their reflections on their learning for the school year to their parents through an organized, reflective portfolio system that encompasses all of their classes. Parents have the opportunity to see the progress of their child as evidenced by their work and also have the chance to help their child develop future academic goals.

FIELD TRIPS

Parent/Guardian's permission for field trips and authorization for medical care must be completed. **No student will be allowed to attend a field trip without an authorization form.** A note detailing each trip will be provided. The teacher will take the detailed authorization form on each trip.

Volunteers are credited **five (5)** hours per field trip **(20 hours maximum per school year)** for field trips.

SCHOOL BUS SAFETY RULES

While waiting for the bus, students must:

- Stand in an orderly line on the sidewalk and off the roadway.
- Be ready to board the bus at the scheduled time.
- Wait for the door to open before approaching the bus.

Once on the bus, students must:

- Observe the same conduct as in the classroom.
- Be courteous.
- Not eat or drink on the bus.
- Talk in quiet voices.

- Cooperate with the driver and other adults.
- Care for bus equipment.
- Remain seated at all times.

When leaving the bus, students must:

- Wait for the door to open before standing.
- Leave the bus in an orderly manner.
- Walk clear of the bus.
- Be escorted across the street, if crossing is necessary.

SCHOOL OPERATING HOURS

The school's main office is open between 7:30 a.m. until 4:00 p.m.

REGULAR HOURS OF ATTENDANCE

7:50 a.m. – 3:00 p.m. No student should arrive before 7:30 a.m.

Your child should attend school every day on time. **Teachers cannot provide an effective instructional program for children who are frequently absent or tardy.** Students who arrive tardy for class disrupt the other students who are engaged in learning.

TARDINESS

Children are considered tardy if they are late for morning assembly that begins at 7:50 a.m. If a child is tardy, he/she should report to the main office. Students who are tardy to a class must walk in to the class quietly without disrupting instruction. The teacher will note that the student is tardy and not stop with their lesson. The teacher will also have the authority to ask you to wait in the office until such a time when class will not be disrupted.

Additionally, according to the California Education Code **(3)** three tardies constitute one absence. If a student has **(20)** twenty absences, they may be expelled from the school and/or retention. Therefore, excessive tardies can cause expulsion from school.

AFTER SCHOOL PROGRAM HOURS

ICEF Public Schools Prep's K-5 after school program hours: 3:00 p.m. – 6:30 p.m. The After School Program is closed on weekends and all school observed holidays. The program is also closed for two weeks during the Christmas break and one week for Spring break. There is no charge for those weeks.

DAILY ATTENDANCE

Regular daily attendance is expected of all students as frequent absences from school have a critical veering on their educational and emotional social progress. Appointments with doctors and dentists should be planned during vacation periods, after school hours or on weekends. If a child has to leave school early, the office must be notified in writing. This assures that all the teachers can be informed of the child's absence and plan the child's work accordingly. Children will not be released to anyone not on the child's emergency card. Identification will be requested.

Certain absences are considered excused absences for recording purpose. Students who are absent must return to school with a note explaining the absence. This note is to be given to the main office the morning the student returns before the start of class. Excused absences include: those due to illness, quarantine, medical, dental, optometric, or chiropractic appointments; the student's attendance at a funeral for a member of the student's immediate family (one day in state; three days out of state); and exclusion of students failing to meet immunization requirements (five day limit).

Any pupil deemed as **habitually tardy,** who has been reported as tardy **three (3)** or more times per month the office manager at each campus will send communication to parents/guardians informing them of this infraction. Any pupil/parent, who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school, will be given a notice to attend a meeting of the View Park Prep Steering Committee and school administration. The notice shall indicate the time and date that student and parents or guardians will be required to meet with the Administration.

PERMISSION TO LEAVE SCHOOL

It is important that the school know the whereabouts of each student at all times. A parent or properly authorized adult (written permission required) must go to the school office to pick up the child. Each child must be signed out at the office and leave in the company of the adult responsible. No student may leave the school grounds without permission from the office.

AFTER SCHOOL RELEASE

When school is dismissed students who do not participate in the After School Program may remain on the playground until 3:15 p.m. Parents/Guardians must get their child **by 3:15 p.m**. After 3:15 p.m. students become automatically enrolled in the after school program. Parents will be charged **$1.00 per minute for late pick-up**. Payment is due upon arrival. **When school is dismissed at 12:45 p.m. please pick your child up by 1:00 p.m. or the same penalty applies.**

WALKING TO PUBLIC LIBRARY AFTER SCHOOL HOURS

STUDENTS WILL NOT BE ALLOWED TO WALK TO THE LIBRARY.
Exceptions: ACCOMPANIED BY AN ADULT or PARENTAL SIGNED RELEASE FORM IS ON FILE.

PARENT ABSENCE

If parents plan to be out of town, it is mandatory that the school is notified so that we are able to provide the necessary support to the child. We require a written note that contains the names of those individuals in charge at the home, as well as, a telephone number to where parents may be reached. This must be sent to your child's teacher before you leave.

IMMUNIZATIONS

All students who enroll in school for the first time must show a written report of a Mantoux (PPD) test, to show that they are free of tuberculosis. Children must also have the following immunizations: polio (four shots), DPT (five shots), MMR (two shots), hepatitis B (three shots). The office will review all immunizations, and children who do not meet state requirements will be excluded from school until these requirements are met. First graders need full physical exam.

READMISSION TO SCHOOL AFTER CERTAIN ILLNESSES

Permission from the school office and written permission from a physician is required after hepatitis, measles (7 days from onset of rash and otherwise recovered), meningitis, mumps, polio, scarlet fever, strep throat, whooping cough, ringworm, tuberculosis, and scabies.

Permission from the director and written permission from a physician is required after surgery, stitches, casts, orthopedic appliances, or previous illnesses requiring hospitalization.

Permission from the director or staff is required for chicken pox (7 days from onset of rash and primary crust dry), pink eye/conjunctivitis, pneumonia, influenza, German measles, mononucleosis, colds, impetigo and pediculosis (head lice).

COLD/COMMUNICABLE DISEASE

A child who shows signs of a cold should be kept at home as a precaution, therefore, a longer absence may be prevented and classmates will be protected. When a student has a communicable disease, it must be reported to the school immediately. **If a child is running a fever, they must stay home 24 hours after the fever has subsided to make sure they are not contagious.** On returning to school, the child must bring a doctor's note verifying that the child has fully recovered and is no longer infectious; without this note, we cannot allow any student to return to class. Also, when communicable disease occurs, the school will make every effort to contact families of children exposed.

PRESCRIBED MEDICATION IN SCHOOL

Children will only receive medication during school hours with a written request from the parent/guardian and from the physician who is responsible for the medical management of the child. Parents are urged, however, to request that the physician develop a schedule in which taking medication in school is minimized or eliminated. Requests should be processed through the office staff.

All medication must be stored in the school office in the original prescription bottle, labeled with dosage

instructions, and be administered in the office. No student will be allowed to carry his or her own medication or take medication unsupervised. Please fill out the Medication Request Form, found in the office, only if your child needs medication during school hours.

If your child takes medication regularly during non-school hours, you must leave a short term supply in the office to be used in case of an emergency, such as an earthquake. Please fill out the Medication Request Form and label it in red "For Emergency Use Only."

FIRST AID

First aid is given for common injuries and illnesses which occur at school such as minor abrasions, bleeding, foreign objects in eyes, asthmatic, diabetic and sprains. The purpose of first aid is to make the child as comfortable as possible and to prevent further injury. It is the parents' responsibility to seek medical care as necessary. In the event of serious illness/injury, first aid will be given, parent/guardian immediately notified, and if necessary 911will be called for immediate medical assistance, and/or transportation to the nearest hospital.

EMERGENCY CARDS

The school emergency cards must be completed and returned to school. One completed emergency card is kept in the office and the other is kept with the teacher. **The school and your child's teacher must be informed immediately of any changes pertaining to the emergency cards.** This information is critical in emergency situations when parents must be reached hastily e.g., if a child is ill or injured.

CONTACTING YOUR CHILD

ICEF Public Schools policy is to take messages for teachers and students while they are in class. To call a teacher or student out of class is disruptive to the classroom program. If you wish to speak with your child's teacher, suggest times when the teacher may return your call. If there is an emergency, please state this and the teacher will call you as quickly as possible. If there is a family emergency, where you need to get in touch with your child, a staff member will pass a message and your child will return your call as soon as possible. **Do not attempt to call student on a personal cell phone – it will be confiscated.** It is the policy of ICEF PUBLIC SCHOOLS to prohibit the use of cellular phones, or any electronic signaling device by students on campus during normal school hours. Students are permitted to possess the cellular phones, pagers, or electronic signaling devices on campus provided that any such device shall remain "off" and stored in a backpack, purse, pocket where it is not visible during normal school hours. Students are permitted to use cellular phones, pagers, or electronic signaling devices on campus before and after school hours. The school/ ICEF PUBLIC SCHOOLS will not be responsible for broken, lost or stolen items.

PERSONAL FAMILY EMERGENCIES

If a family problem arises which will affect your child's attitude, performance or emotional disposition in school (i.e. death or illness in the family, parents on trips, parental separation or divorce), please immediately notify the Director of the Elementary School. Confidentiality will be maintained at all times and only share with other individuals on a need to know basis.

LOST AND FOUND

The lost and found is located in the main hallway across from the office (K-3 campus) and on the far left wall in Bain Hall (4/5 campus). Please label all removable items, such as, clothing, lunch boxes, and books with your child's name. Unmarked articles will be donated at the end of each month. THE SCHOOL IS NOT RESPONSIBLE FOR ITEMS THAT ARE LOST OR STOLEN.

TELEPHONE

Students are not allowed to use the office telephone unless it's an **extreme** emergency. There are no pay phones in the building, and **CELLULAR PHONE USE IS PROHIBITED.** It is the policy of ICEF PUBLIC SCHOOLS to prohibit the use of cellular phones, or any electronic signaling device by students on campus during normal school hours (7:50 am to 3:15 pm).

LUNCH PROGRAM

ICEF Public Schools Preparatory Accelerated Charter School will provide FREE and REDUCED Lunches for students of families that meet program eligibility. An outside vendor provides all meals. It is the responsibility of the parent(s) to provide (sack lunch) for students who do not qualify for FREE or REDUCED lunch. If your child has special dietary

needs, we recommend that you send a daily sack lunch with your child. If you bring lunch during the day, you need to drop off that lunch in the office. Do not deliver it directly to your child, especially if he/she is still in class. No sodas allowed.

VISITORS

All visitors must sign in with the office manager in the main office and wear a visitor's badge at all times while on campus. Visiting classrooms during instructional time is limited to 20 minutes unless prior arrangements have been made.

SPECIAL OCCASIONS

Parents must make arrangements with the teacher prior to any birthday or special event so that the impact on the academic schedule will be minimal.

All celebrations are to be held the last hour of school not during lunch time. A common guideline is that refreshments will be simple, packaged, and ordered from a bakery or store.

TRAFFIC RULES

Safety is extremely important at ICEF PUBLIC SCHOOLS. For this reason we have developed traffic flow guidelines for dropping off and picking up your children. Pay attention to the signs and directions that you receive. We assume that children will either walk to and from school or be brought to school and picked up from school by private car. If your child will be walking, please send a note stating this fact to the teacher at your earliest convenience.

Your cooperation is asked in the following:

- No parking in front of View Park Prep on 54th Street from 7:30 a.m. to 8:00 a.m.
- Form a single lane for cars for drop off in front of View Park Prep on 54th Street.
- Please drive your car forward in front of the school as far as possible before letting your child out of the car. **Please parents do not get out of the car in front of View Park Prep.** We should be able to have 12-15 cars emptying children at the same time.
- Please come to a complete stop before opening and closing your car door.
- **Be kind and courteous to the traffic guards and parent volunteers, they are there to help insure the safety of our children.**
- Do not drop off your child on the south side of 54th Street to walk across the street without utilizing the crosswalk.
- Do not make U-turns in the middle of the street.
- Do not double-park on 54th Street.
- Do not impede the flow of traffic while others are waiting behind you.
- Do not park or stop your car in the alley/driveway behind the church.
- Drive slowly and look out for children.
- Do not load and/or unload your child in the red zone on Rimpau.

Parking is available in the parking lot across the street from the school on Rimpau.

These rules are necessary to protect all of our children. There is a high volume of fast moving traffic on 54th Street and can be considered dangerous for anyone who is not alert and attentive. We must insure that none of our children are injured and that the school doesn't negatively impact the neighborhood. As parents we should strive to be good role models of the above rules and respecting others. The process of dropping off and picking up your child requires that we are never in so much of a hurry that we neglect the View Park Prep Traffic Rules.

Failure to comply with the View Park Prep Traffic Rules will result in the following actions. All violators of the Traffic Rules will be issue citations.

***First Offense** – Citation is given.
***Second Offense** – Violator must serve one punitive hour of traffic duty within one week of notification and must attend a mandatory meeting with the Safety Committee representative to verbally review the Traffic Rules.
***Third Offense** – Violator has a mandatory appearance before the Discipline Committee.

Failure to acknowledge receipt of each citation within five (5) school days will automatically take the violator to the next penalty.

Section 4: Dress code

UNIFORM POLICY

- **Boys** – (**K-3 campus**) – **VIEW PARK PREP logo only** Polo style shirt - WHITE or NAVY BLUE ONLY
  Pleated style pants or knee shorts – NAVY BLUE ONLY.

  SHOES - solid black, white or Navy tennis or walking shoes.

  ALL OUTERWEAR sweaters, jackets, sweatshirts, and MUST be **solid** Navy blue have **first initial, middle initial and full last name.**

- **Girls** – (**K-3 campus**) – **VIEW PARK PREP logo only** Polo style shirt –WHITE or NAVY BLUE ONLY
  Pleated style pants or shorts NAVY BLUE Jumper, skort or skirt in AVALON PLAID ONLY.

  All Stockings/Tights - NAVY BLUE ONLY. **No Leggings.**

  SHOES - solid black, white or Navy tennis or walking shoes.

  ALL OUTERWEAR sweaters, jackets, sweatshirts navy MUST have **first initial, middle initial and full last name.**

- **Boys - 4th & 5th campus –** Daily **White dress shirts w/ navy blue ties.** On Fridays **VIEW PARK PREP logo only** Polo style shirt - WHITE or NAVY BLUE ONLY
  Pleated style pants or knee shorts – NAVY BLUE ONLY.

  ALL OUTERWEAR sweaters, jackets, sweatshirts, and MUST be **solid** Navy blue have **first initial, middle initial and full last name.**

  SHOES - solid black, white or Navy tennis or walking shoes.

  ALL OUTERWEAR sweaters, jackets, sweatshirts navy MUST have **first initial, middle initial and last name.**

- **Girls - 4th & 5th campus –** Daily **White** Peter Pan blouse **w/ navy blue or Avalon Plaid ties**
  Pleated style pants or shorts NAVY BLUE ONLY, Avalon plaid -Jumper, skort or skirt.

  SHOES- solid black, white or Navy tennis or walking shoes.

  ALL OUTERWEAR sweaters, jackets, sweatshirts navy MUST have **first initial, middle initial and last name.**

All students are required to participate in ICEF PUBLIC SCHOOLS uniform program. Uniforms are worn Monday through Friday. Free dress is the Last Friday of the month.

In addition to the above uniform requirements, children must show proper attention to personal cleanliness, health, safety, and suitability of clothing and appearance; children will;

- Not wear caps backwards or to the side; caps and sunglasses must be removed inside the classroom.
- Not wear bandanas, skull caps, or wave caps.
- Not wear open-toe sandals, sling-back shoes, or mules.
- Not wear tank tops, short shorts, midriff, and string-tied tops.
- Not wear mini-skirts.
- Not wear sagging pants.
- Not wear jewelry that creates a safety hazard. **Girls (1) earring per ear.**
- Not wear T-Shirts and hair cuts with distasteful language or graphics; no shirts with holes tears/rips.
- Boys are not allowed to wear earrings and necklaces.

UNIFORM CODE OF CONDUCT DISCIPLINARY PROCEDURES

It is the responsibility of the student and family to be compliant with the school uniform policy. A student may be issued special school attire when administration deemed necessary to avoid missing instructional time. Students must change into the attire regardless of how unfashionable it may be. Students who come to school out of school uniform will incur the following infractions:

1st infraction – Receives a citation and the parent is contacted to bring

	the student their proper uniform. Second notice will receive 5 demerits.
2nd infraction -	5 demerits lose 1 free dress
3rd infraction -	Meeting with Director and/or loss of free dress privileges.

Examples of students not wearing the uniform correctly:

Boys' examples of not wearing the uniform correctly: wearing clothes that are too baggy or too large, layering of clothes, shirt not tucked in, etc.

Girls' examples of not wearing the uniform correctly: wearing clothes that are too tight, too short, exposing midriff, etc. Accessorizing with colors other than blue or white (i.e. red belt and red socks)

Free Dress

The following guidelines are designed to promote a standard of appearance which enhances the learning environment while allowing for reasonable comfort and individuality of all students. Extreme or outrageous appearance is to be avoided. Specific dress code standards are given below:

- Appropriate closed toe shoes are required; either hard-soled or tennis shoes are acceptable. For student safety, rubber soled shoes are required for Physical Education.
- Shorts of an appropriate length (knee) and style are accepted.
- Clothing which overexposes the body is unacceptable.
- Lewd or suggestive attire may not be worn.
- Apparel which advertises, glorifies, or symbolizes any illegal substance may not be worn.
- Jewelry that might create a hazard to a student's safety may not be worn.
- Any questions regarding "appropriateness" will be determined by the Director.

Section 5: Discipline

SAFE SCHOOL ENVIRONMENT

ICEF Public Schools strongly support a VIOLENCE FREE CAMPUS. In order to create a safe community, parents and students both must understand that violence is not an option on school grounds, on the way to school, and after school.

ANTIBULLYING POLICY

ICEF Public Schools is committed to providing a safe learning and working environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction; and will not tolerate retaliation in any form when bullying has been reported. This includes while in school, at school-related events, and traveling to and from school. District policy continues to require that all schools and all personnel to promote mutual respect, tolerance, and acceptance among students and staff. "All students and staff of public primary, elementary, junior high and senior high have the inalienable right to attend campuses which are safe, secure and peaceful." [Article 1, Section 28(c) of the California State Constitution]

Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

Bullying behaviors may include, but are not necessarily limited to, the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber bullying: Sending insulting or threatening messages by phone, e-mail, web sites or any other electronic or written communication.

STANDARDS FOR BEHAVIOR

Restroom Etiquette:

- Try to use the restroom before school, at morning recess/break, lunch and/or at dismissal.
- Flush the toilet. (Inform an adult if toilet is not working properly.)
- Wash hands after using toilet, especially before eating.
- Do not play or socialize in the restrooms.
- Use fewer paper towels and throw them in the wastebasket ONLY.

Classroom:

- Enter the classroom prepared and ready to work.
- Follow the classroom rules set by the teacher and classmates.
- Get permission and a hall pass before leaving the classroom for any reason.
- Do not interrupt the teacher or talk loudly or excessively.
- Respond politely and promptly to instructions given by the teacher, aide or volunteer.
- Do not touch others to hurt, harm or embarrass them.

Cafeteria:

- Wait in line quietly.
- Eat lunch in the assigned area as directed by the teacher.
- Remain seated while eating and not yell or scream when talking.
- Do not ask other students for their food.
- Use good table manners.
- Clean area of all trash and throw away uneaten food before leaving.

Office:

- Enter the office quietly at all times.
- Speak and refer to all school personnel by their appropriate titles.
- Wait to be recognized after entering the office.
- Speak in reasonable and respectful voice tones.
- Use courteous language, eye contact and complete sentences.

Auditorium:

- Do not talk during any performances or assembly.
- Enter and leave the auditorium quietly.
- Sit quietly with back against the chair, hands in lap and feet on the floor.
- Remain seated during entire performance or assembly.
- Show appreciation by clapping only. NO booing, hooting or whistling is allowed at any time.

SCHOOL CONDUCT

The school must be a safe and secure place for all the children attending. Children must follow the rules and accept responsibility for making the school safe and secure.

Children will:

- Respect and be courteous to other children.
- Respect adults.
- Respect all property.

Behavior	***Consequence***
Fighting	20 demerits + S2*
Bullying (Name Calling) / Cheating	20 demerits + S1*
Pornography	20 demerits or Exp*
Inappropriate Internet	20 demerits + S1*
Leaving campus without permission	20 demerits + Mandatory Conference
Destroying School Property	10 demerits + S1*
Stealing	10 demerits + S1*
Dress Code violation per infraction	5 demerits
Defiance	5 demerits
Profanity / Lying	5 demerits
Excessive Tardies or Absences	5 demerits

- Play safely and fairly.
- Keep hands and feet to themselves.
- Take pride in your school campus and keep it clean.
- Treat others the way you would like to be treated.
- Help adults when needed.
- Use positive language at school.
- Walk, not run on school ground.
- Follow rules of games as well as exhibit good sportsmanship.
- Carefully use schoolbooks, playground equipment, and other educational materials.
- Inform monitors or teachers of problems on the playground.

Items NOT allowed on school grounds: (The following items should never be brought to school):

- Candy, gum, carbonated canned drinks (all sodas including diet) and glass containers.
- Unshelled Sunflower seeds, Hot Cheetos
- Metal pull off tops (canned fruit snacks, tuna snack kits, etc.)
- Electronic equipment (game boy, radio. Walkman, game watches, tape recorders, beepers, cell phone, etc.) **If caught with any type of electronic equipment or cell phone during school hours they will be confiscated for 30 days, and only returned to parent(s).**
- Personal play equipment (toys, collectible cards, skateboards, bikes, sport balls, water/toy guns etc.)
- Hazardous items, such as knives of any kind, shape or size, sharp objects, guns or other lethal weapons.

ANY STUDENT WHO BRINGS WEAPONS ON CAMPUS IS IN VIOLATION OF SCHOOL POLICY AND SUBJECT TO GROUNDS FOR IMMEDIATE EXPULSION!

CONSEQUENCES FOR SPECIFIC BEHAVIORS:

*S1 = Suspension 1 day
*S2 = Suspension 2 days
*Exp = Expulsion

*****PLEASE READ*****

In the event there is a fight between two students the following will apply:
Both students will be immediately suspended. However, sometimes in an altercation it is clear that one student is sometimes the sole aggressor. Should this be the case, the student who is clearly the aggressor, will be immediately suspended, and the other student will receive counseling and return to class (as long as the student did not throw a punch).

SUSPENSION LEADING TO EXPULSION
Once a student is suspended for 20 days (collectively), they will be expelled from school. The parent of the student can appeal the expulsion to the school Steering Committee composed of parents, teachers, and administrators.

STEP PROGRAM

The STEP PROGRAM is designed to guide students toward more suitable behavior; however, if student's behavior is not corrected, it can lead to EXPULSION.

STEP 1 = (20 demerits)
When a student is placed on STEP 1, the parent will be immediately notified (by phone and/or written notice) and a meeting may be scheduled per request of the parent.

The director, teacher, parent, and student will discuss the desired behavioral changes.

STEP 2 = (40 demerits)
A student is placed on STEP 2 for any violation that occurs after being placed on STEP 1.

The parent will receive written notification for both student and parent, to meet with the school Steering Committee, at which point they will be updated of their child's demerit totals having exceeded the half-way point.
STEP 3 = (60 demerits)
Students placed on STEP 3, are in grave jeopardy of reaching the point of expulsion with any infraction of school policy, major or minor.

STEP 4 = (75 demerits) EXPLUSION
If 75 demerits, STEP 4 are reached, parents will be immediately notified, the student will be suspended

immediately. Parents will be informed of expulsion recommendation and have the right to attend a hearing if so desired.

Parental Expulsion

Parents will be RESTRICTED (BANNED) from school campus for the following reasons:

- USE OF PROFANITY
- BEING HOSTILE WITH A TEACHER, STAFF MEMBER OR PARENT
- ASSAULT AND/OR BATTERY OF AN EMPLOYEE
- FIGHTING ON OR NEAR SCHOOL CAMPUS
- UNLAWFUL POSSESSION OF DRUGS OR FIREARM ON CAMPUS
- DAMAGING SCHOOL PROPERTY
- BEING RUDE OR DISRESPECTFUL TO A TEACHER OR STAFF MEMBER
- IMMORAL CONDUCT
- INTIMIDATING OR CAUSING HARM TO A STUDENT, EMPLOYEE, OR PARENT
- BEHAVIOR THAT IS COUNTER-PRODUCTIVE TO THE VISION AND VALUES OF ICEF PUBLIC SCHOOLS PREP.
- PICKETING OR INCITING A RIOT

At ICEF Public Schools, we expect our parents to demonstrate courtesy, and act with reasonable judgment. As we embark on our journey, with our children's precious minds in our hands, we must lead through example. It is imperative that we model the behavior that we wish for our children.

ATTENTION:

If it becomes necessary to BAN a parent from campus, the student will be allowed to complete the remainder of the school year; however, the family's enrollment for the upcoming school year must go through the Steering Committee.

ICEF Public Schools

ATTACHMENT VII

ICEF Accountability Scorecard

ICEF 2007-08 Performance Accountability Scorecard

Accountability Metrics - Mission Outcome Goals	VPPES	VPPMS	VPPHS	FDAMS	FDAHS	LDPMS	LDPHS	TMMS	TMHS	% Schools Met Target
1. Academic Achievement (Academic Performance Index - API):										
a. 1st Year: 600 2nd Year: 650 & Meet School & Subgroup Growth Targets 3rd Year: 700 & Meet School & Subgroup Growth Targets	Yes 814-Y-Y	Yes 779-Y-Y	No 651-N-N	No 728-N-N	Yes 662-Y-Y	Yes 707- n/a	Yes 663- n/a	Yes 704- n/a	No 548- n/a	67%
b. Outperform neighboring schools students would have otherwise attended on API score.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
c. 07-08 State & Similar Schools Rank of at least 6 or higher	Yes 6-10	Yes 6-10	Yes 6-10	No 5- n/a	No 3- n/a	n/a	n/a	n/a	n/a	60%
2. Academic Achievement (CA Standards Test - CST):										
a. Annually **increase %** of students advanced/ proficient on CA Standards Tests (CST) in **English Language Arts**.	Yes 52% to 57%	Yes 41% to 55%	No 51% to 36%	Yes 43% to 52%	No 40% to 39%	n/a 44%	n/a 44%	n/a 32%	n/a 37%	60%
b. Annually **increase %** of students advanced/ proficient on CA Standards Tests (CST) in **Math**.	Yes 57% to 61%	Yes 30% to 52%	No 8% to 6%	No 35% to 29%	No 10% to 2%	n/a 23%	n/a 6%	n/a 16%	n/a 16%	40%
c. Outperform nearest neighboring schools that students would have otherwise attended in average % **advanced/proficient** on CST in English and Math.	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	89%
d. Annually **decrease average % of students Far Below Basic** on CST in English and Math from year to year and in comparison to neighboring schools.										
e. NSVF - Average % advanced/proficient in English & Math, for schools open 3+ years, is higher than average proficiency for CA non-low income students.										
3. Graduation Rate:										
a. High Schools: 90% of students entering as 9th graders who are continuously enrolled graduate within four years (students will pass CAHSEE, pass A-G courses, earn 250 unit graduation requirements), OR b. Middle Schools: 90% of students entering as 6th graders continuously enrolled culminate middle school in 3 years.	n/a		Yes	n/a	n/a	n/a	n/a	n/a	n/a	
c. 90% of students will take and pass the California High School Exit Exam (CAHSEE) by end of grade 12. (% passed for Next Graduating Class of 2009 or 2010) 3 more chances to pass.	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	100%
4. College-Attendance and Readiness:										
a. 90% of high school graduates accepted in 2 or 4-year colleges.	n/a	n/a	Yes	n/a	n/a	n/a	n/a	n/a	n/a	100%
b. High Schools: Less than 15% of graduates attending college are enrolled in remedial courses in English or math. c. Middle Schools: 80% of grade 8 students culminate ready for high school (passed Algebra and ready for geometry).	n/a				n/a		n/a		n/a	
5. Adequately Yearly Progress (AYP)										
a. Meet Federal school-wide and subgroup target criteria	Yes	Yes	Yes	No Not % Prof M	No Not % Prof M	No Not % Prof M	No Not % Prof M	No Not % Prof M, API	Yes	44%
% of Applicable Outcome Goal Accountability Targets Met By School										

ICEF 2007-08 Performance Accountability Scorecard

Enabling Accountability Metrics	VPPES	VPPMS	VPPHS	FDAMS	FDAHS	LDPMS	LDPHS	TMMS	TMHS	% Schools Met Target
1. Instructional Quality:										
a. 90% of classrooms consistently reflect rigorous standards-based instruction criteria (instruction rated at least a 4 on a 5 point rubric) as reviewed by principal and CAO).										
2. Attendance and Enrollment:										
a. Average daily student attendance rate of all schools will be at least 95%.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
b. Annual average enrollment by October count date and average enrollment maintained for all schools will be at least 100% of the budgeted number of students. (Oct CBEDS#-May# / Capacity#)	No 415-415/ 420 capacity	No 316-308/ 324 capacity	No 392-345/ 380 capacity	Yes 184-184/ 175 capacity	Yes 175-177/ 175 capacity	No 86-80/ 100 capacity	No 81-69/ 100 capacity	No 70-79/ 100 capacity	No 33-44/ 100 capacity	22%
3. Satisfaction and Sustainment										
a. 80%parents will rate the school, on average, at least 4 out of a 5-point scale on a parent satisfaction survey. 75% of parents will return surveys.	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes Yes	100% 11%
b. 80% students will rate the school, on average, at least 4 out of a 5-point scale on a student satisfaction survey. 75% of students will complete surveys on line.	n/a	n/a	n/a	n/a	Yes No	n/a	No Yes	n/a	No Yes	33% 67%
c. 80% of students who were enrolled at the beginning of the prior school year and who still live within commuting distance, remain enrolled at the start of the current school year.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
d. 70% staff will rate school, on average, at least 4 out of a 5-point scale on a staff satisfaction survey. 75% of staff will return surveys. (Survey conducted Spring 2008)	Yes Yes	Yes Yes	No Yes	Yes Yes	Yes Yes	Yes Yes	No Yes	Yes Yes	Yes Yes	78%
e. 70% of teachers, still living in the area AND invited back will return to the school annually.										
4. Parent Engagement:										
a. At least 60% of parents will attend 4 parent education academies.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	78%
b. 80% of parents complete at least 40 volunteer hours annually.	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	67%
c. At least 75% of parents will attend scheduled parent/teacher conferences	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
% of Applicable Enabling Accountability Targets Met by School										

ICEF Public Schools

ATTACHMENT VIII

ICEF Assessment Tools

Attachment VIII - Elementary School Assessment Tools

Assessment Tool Name	When Administered	Purpose for Administering
California Standards Test (CST) Core Content Areas	Annually	Measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science (for grades two through five) Measure fourth grade writing student performance against State Writing Applications content standards requiring students to produce: narratives, summaries, information reports, and responses to literature.
Report Cards and Progress Reports	3 times per year	Report cards and progress reports give students and parents detailed information regarding student performance
Teacher Assessments and Authentic Assessments such as: - Informal Assessments - Guided Practice Activities - Anecdotal Observations - Portfolio Assessment	 As Needed Daily Daily Monthly	Enhances effective teaching by providing regular monitoring and demonstration of student learning. To charter student growth over time and inform instruction.
Publisher-developed Assessments: - "Imagine It" - "Imagine It" - Saxon Math - Math Placement Pre-test K-1 - Math Placement Pre test 2-5 - Benchmark Assessments K-5 - Social Science and Science	 Weekly/every 5 lessons Every 8 weeks (2 units) Weekly/ every 5 lessons Beginning and Mid-year Beginning of year Per trimester Per Unit	 To determine student performance in meeting standards based lesson objectives and adjust instruction. To determine skill and ability levels for proper placement. To determine student performance in meeting standards based lesson objectives and adjust instruction To determine student performance in meeting standards based lesson objectives and adjust instruction
Academic Performance Index (API)	Once a year	Mandated by the State of California
Teacher-Led and Student-Led Parent/Teacher Conferences	Twice a year and on an as-needed basis	Teacher and student led conference give teachers and students forums to discuss their achievement with parents

ICEF Public Schools

ATTACHMENT IX

School Accountability Report Card

VIEW PARK PREPARATORY

ACCELERATED CHARTER ELEMENTARY SCHOOL

ISSUED JANUARY 2009

SCHOOL ACCOUNTABILITY REPORT CARD

School Year 2007-2008

This document is available on the Internet at http://www.icefpublicschools.org.

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. Information about SARC requirements is available on the California Department of Education website at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school director or the ICEF office.

I. DATA AND ACCESS

DataQuest	Internet Access
DataQuest is an online data tool located at http://data1.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. ABOUT THIS SCHOOL

Contact Information (School Year 2008-2009)			
School Information		**Charter Organization Information**	
School Name	View Park Preparatory Accelerated Charter Elementary School	**Charter Organization Name**	ICEF Public Schools
Street	3751 W.54th Street (K-3 Campus) 3855 W. Slauson Avenue (4-5 Campus)	**Street**	5150 W. Goldleaf Circle, Suite 401
City, State, Zip	Los Angeles, CA 90043	**City, State, Zip**	Los Angeles, CA 90056
Phone Number	323-290-6960	**Phone Number**	323-290-6900
FAX Number	888-317-2844	**FAX Number**	323-293-9092
Director	Robin Harris	**CEO and Head of Schools**	Michael Piscal
Email Address	RHarris@viewparkprep.org	**Email Address**	MPiscal@icefla.org
Website	http://vppe.icefla.org/index.jsp	**Website**	http://www.icefpublicschools.org
CDS Code	19-64733-6117048	**SARC Contact**	LTownsend@icefla.org
ICEF Public Schools Administration			
CEO and Head of Schools	Michael Piscal	**Chief Development Officer**	John Piscal
Chief Operating Officer	Kenneth Zeff	**Senior Vice President & Officer of the Corporation**	Corri Tate Ravare
Chief Academic Officer	Robert Schwartz	**Senior Vice President of Human Resources & In House Counsel for ICEF Public Schools**	Nicole J. Scott

School Description and Mission Statement

This section provides information about the school's goals and programs.

ICEF Public Schools Education Corridor

The Inner City Education Foundation (ICEF) is a Charter Management Organization, operating in South Los Angeles, to provide students from under-performing public schools with excellent academic options in their own community. Founded in 1994, ICEF currently operates thirteen schools with capacity to serve more than 3,000 students. ICEF is developing a system of schools, all located within a defined geographic corridor, that passes well-prepared students from one high performing charter school to another and prepares students to compete academically at the best colleges and universities in the country. The total corridor build-out, scheduled for completion by 2017, will include 35 schools serving 9,000.

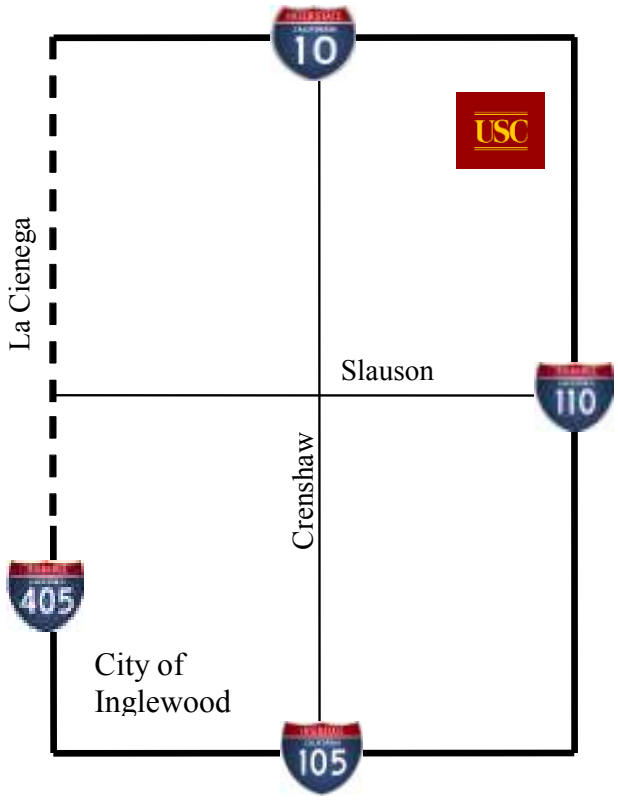
Conscious of the relationship between education and the economic prospects of the neighborhood, our educational re-development plan will reduce the number of high school dropouts and increase the college entrance rate. Our hope is to return well-educated and highly productive adults to the community.

The strategy requires that ICEF develop a system of schools, all located within a defined geographic corridor, that passes well-prepared students from one high performing charter school to another and prepares students to compete academically at the best colleges and universities in the country.

Were South Los Angeles an autonomous school district, it would be the fifth largest district in California. This 45-square mile community is home to more than 702,000 residents, including 187,000 K-12 students. Currently, the entire area produces approximately 450 college graduates a year – less than 9 percent of all freshmen who enter high school.

In 2004, the ICEF Board of Trustees embarked on an ambitious plan to build an Education Corridor from the Crenshaw District to the University of Southern California (USC). ICEF's Education Corridor will create a path to the top 100 colleges and universities.

ICEF's 35 high performing schools will put pressure on the Los Angeles Unified School District (LAUSD) to radically reform their four failing high schools and Inglewood Unified School District their two failing high schools to increase the number of college graduates they produce. Within 10 years, ICEF schools will produce 2, 000 college graduates a year.



ICEF Schools Multi-Year, Multi-Site Academic Plan
September 2008

Academic Goals

All Inner City Education Foundation (ICEF) schools will pursue the same core mission: to prepare its students to attend and compete at the top colleges and universities in the nation. Each new school is modeled on the best practices derived from research, national model charter schools, private schools, and public schools, as well as the experience of other successful ICEF schools.

All ICEF schools will be located within a defined geographic area we call the ICEF Education Corridor in South Los Angeles. By feeding students from one high performing school to the next, it is our expectation that ICEF will be able to create a culture of high expectations that focuses all students and teachers on maximizing academic achievement.

Academic Leadership

In our schools, the principal functions almost exclusively as the instructional leader on campus. It is not a role to be eclipsed by administrative duties. ICEF provides a capable management staff and dean system to create a balance on campus in favor of the principal's focus on training students and creating culture. This focus leads to the success of the students under that principal's guidance. The principal's responsibilities include teacher support and training, student academic counseling and programming, master schedule creation, and culture building.

To implement this program requires dedicated staff for which the success of the principals is tied directly to his or her job performance assessment. ICEF has therefore created the role of Chief Academic Officer (CAO). The primary responsibility of the CAO is the training and development of the principals and teacher leaders in the understanding of the essential elements of an ICEF Educational Program as well as the day-to-day operations of the school.

Currently in the role of CAO is Robert Schwartz, the founding principal of View Park Prep High School. He earned a Masters in Education from USC and has begun work on his doctorate.

Success will be defined as reaching agreed-to goals of training and performance. Measures of individual school success will include API scores, stakeholder (teacher, parent and student) satisfaction, student retention, and 360 reviews. Overall success will be monitored through charter renewal and WASC Accreditation processes. The Chief Academic Officer is assigned oversight responsibility for these processes.

Key responsibilities of the Chief Academic Officer include:

- Develop and implement educational model for ICEF
- Guide education team's key initiatives, specifically Teacher Development and Principal Training
- Work with principals to codify and continually enhance ICEF's Academic Model based on internal and external best practices related to Curriculum, Special Education, ICEF Code of Conduct and teacher Professional Development
- Work with principals to set, measure and attain student achievement targets
- Work with principals to manage teacher intervention process
- Assist new principals in applying ICEF's Academic Model to new schools
- Provide coaching / mentoring to principals; provide guidance / solutions for principals most pressing issues and concerns
- Facilitate collaboration for internal network of teachers and principals
- Ensure access to external best practices for teachers and principals (e.g. conferences, outside mentors)
- Develop efficient processes for educational operations including testing, reporting, compliance, and use of data
- Participate in recruiting and selection of educational staff

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person (2008-2009): Ms. Debra Price, Director of School Site Operations

Phone: 323-290-6914

Email: *dprice@icefla.org*

Expectations and goals are set and communicated to parents continuously: during orientation, annual parent and teacher meetings, regular School-As-A-Whole (SAW) meetings, quarterly student progress reports, quarterly student report cards, an annual Back to School Night, the School's website (updated with relevant school news and information on an ongoing basis), annual student-led conferences and, by the second year, PowerSchool posting of student grades, attendance and teacher comments for parents' information.

ICEF Public Schools involves parents in student academic achievement. Parents of ICEF students are required to volunteer for 40 hours per school year and are explicitly motivated to participate in the Accelerated process. In addition, parents are directly involved in non-academic programming through cadres (committees) responsible for discipline, safety, curriculum, college preparation, and fundraising. The cadres allow all stakeholders – administrators, teachers, parents, and students – to participate in a school-wide, decision-making process that is sensitive to the needs and desires of families in that ICEF school. The work of the cadres is presented to all school constituents at the School-As-A-Whole (SAW) meetings. A full-time Parent Liaison, assigned to promote family involvement in school, organizes cadre and SAW meetings and volunteer opportunities.

Student Enrollment by Grade Level (School Year 2007-2008)

This table displays the number of students enrolled in each grade level at the school as reported by the 10/07 California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	70
Grade 1	62
Grade 2	59
Grade 3	63
Grade 4	76
Grade 5	79
Total	409

Student Enrollment by Group (School Year 2007-2008)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	96.87%
American Indian or Alaska Native	0.00%
Asian	0.00%
Filipino	0.00%
Hispanic or Latino	0.72%
Pacific Islander	2.41%
White (Not Hispanic)	0.00%
Multiple or No Response	0.24%
Socioeconomically Disadvantaged	51.1%
English Learners	0.00%
Students with Disabilities	3.00%

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade	2005-06				2006-07				2007-08			
	Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	4			20.3	3	1		18.0	5		
1	19.3	3			23.0	2	1		20.7	1	2	
2	20.0	3			18.3	3			20.0	3		
3	20.7	1	2		19.3	3			20.7	1	2	
4	23.3		4		25.0		3		26.0		3	
5	22.0		1		24.0		3		26.7		3	

III. SCHOOL CLIMATE

School Safety Plan (School Year 2007-2008)

This section provides information about the school's comprehensive safety plan.

As part of a grant from the Charter School Consortium for Safety and Emergency Preparedness, ICEF Public Schools has developed a standard comprehensive safety plan to be used at all ICEF Public Schools sites. Prior to January 2008, each individual school site was responsible for creating site specific safety plans. It has been the responsibility of the ICEF Facilities Department to form a Safety Committee to assist in the development of one standard safety plan to be used at all sites but which will contain site specific information, *i.e.*, local school contacts, specific emergency procedures, specific evacuation plans, etc. The Safety Committee is in the process of completing the final details of the plan and assigning specific responsibilities.

One provision of the safety plan is to have a three-day emergency supply kit for each student. We are in the process of completing the order for enough kits to have one per student. Schools will have radios for communications; staff training will be conducted; emergency evacuation plans will be developed and implemented.

Suspensions and Expulsions

This table displays the number and rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at school and ICEF levels for the most recent three-year period.

	View Park Preparatory Elementary			ICEF Public Schools (K-12)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	**42**	**63**	**82**	**155**	**314**	**376**
Rate of Suspensions	**0.11**	**0.16**	**0.20**	**0.17**	**0.27**	**0.21**
Number of Expulsions	**0**	**0**	**0**	**0**	**8**	**0**
Rate of Expulsions	**0.00**	**0.00**	**0.00**	**0.00**	**0.01**	**0.00**

IV. SCHOOL FACILITIES

School Facility Conditions and Planned Improvements (School Year 2008-2009)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Since January 2007, several improvements have taken place at all ICEF Public Schools' sites. These include:

1. Preventive maintenance plans for all buildings to include doors, windows, ceilings, and wall repair and maintenance.
2. The janitorial contractor was replaced at all sites. The new contractor has improved the cleanliness of the campuses and there have been minimal complaints.
3. Facility inspections (walk-throughs) are conducted on a regular basis to determine repairs or safety issues.
4. All mechanical, electrical, plumbing and fire systems are checked regularly for operation problems.

View Park Prep Accelerated Charter Elementary School (VPPES) is a K-5 school that is spread over 3 physical campuses. The kindergarten class is housed in modular buildings constructed in 2000. The kindergarten campus has a playground structure donated by the Anne and Kirk Douglass Foundation. This campus has 4 classrooms and a building for storage and restrooms.

VPPES grades 1st-3rd are housed in the Angeles Mesa Presbyterian Church. This campus has 9 classrooms. The building was built in 1949.

The 4th and 5th grade classes are housed at a modular campus located at 3855 Slauson Avenue. There are 8 classrooms at this campus, an assembly hall, a 40x30 covered lunch area, outdoor basketball court and a computer lab. The framed structure of this campus was constructed in 1953 and the modular structure is from 2003.

Maintenance and Repair: VPPES maintenance performed in the last year includes:

K-3 Campuses – Repainted halls, classrooms, and restrooms; upgraded electrical panel for classrooms on main floor; repaired kindergarten campus ramps; improved janitorial service. Building conditions on the K-3 campuses are good and only a few minor building repairs are needed.

4-5 Campus – Painted classrooms and restrooms; installed new security screens for four classrooms; painted exterior wall; installed new landscaping; re-keyed entire campus for security purposes. The buildings on the 4-5 campus are in generally good condition.

Cleaning Process and Schedule: There are 2 full time day porters and a hired daily cleaning crew in the evenings.

School Facility Good Repair Status (School Year 2008-2009)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	K-3 Campus Repair Status (Date of Inspection: 12/22/08)			4-5 Campus Repair Status (Date of Inspection: 12/22/08)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	Good	Fair	Poor	
Gas Leaks	✓			✓			
Mechanical Systems	✓			✓			
Windows/Doors/Gates (interior & exterior)	✓				✓		North side windows and exterior doors will be replaced summer 2009.
Interior Surfaces (walls, floors, & ceilings)	✓				✓		Classroom and halls were repainted August 2008.
Hazardous Materials (interior & exterior)	✓			✓			
Structural Damage	✓			✓			
Fire Safety		✓		✓			
Electrical (interior & exterior)	✓			✓			
Pest/Vermin Infestation	✓			✓			**K-3:** Installed additional rodent traps.
Drinking Fountains (inside & outside)	✓			✓			
Restrooms	✓			✓			Restrooms were repainted in August 2008.
Sewer	✓			✓			
Playground/School Grounds	✓			✓			
Roofs	✓				✓		
Overall Cleanliness	✓			✓			**K-3:** Janitorial contractor was replaced in February 2008.

Overall Summary of School Facility Good Repair Status (School Year 2008-2009)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	K-3 and 4-5 Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

V. TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education website at http://dq.cde.ca.gov/dataquest/.

Teachers	View Park Preparatory Elementary			ICEF Public Schools
	2005-06	2006-07	2007-08	2007-08
With Full Credential	13	13	16	46
Without Full Credential	6	8	4	52
Teaching Outside Subject Area of Competence	n/a	0	0	9

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	n/a	n/a	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Core Academic Courses Taught by "No Child Left Behind" Compliant Teachers (School Year 2007-2008)

This table displays the percent of classes in core academic subjects taught by "No Child Left Behind" (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
View Park Preparatory Elementary	95.0	5.0
All Schools in LAUSD	79.5	20.5
High-Poverty Schools in LAUSD	80.7	19.3
Low-Poverty Schools in LAUSD	78.0	22.0

VI. SUPPORT STAFF

Academic Counselors and Other Support Staff (School Year 2007-2008)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	FTE	Title	FTE
Academic Counselor	n/a	Speech/Language/Hearing Specialist / Consultant	.24
Nurse / Consultant	.24	Resource Specialist	2
Psychologist / Consultant	.24		

VII. CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-2009)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials			Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials		
	K-5	6-8	9-12	K-5	6-8	9-12
Reading / Language Arts	Excellent	Excellent	Excellent	0%	0%	0%
Mathematics	Excellent	Excellent	Excellent	0%	0%	0%
Science	Good	Excellent	Excellent	0%	0%	0%
History-Social Science	Excellent	Excellent	Excellent	0%	0%	0%
Foreign Language	n/a	Excellent	Excellent	n/a	0%	0%

Textbooks and Instructional Materials (1/09)

This table displays information about the textbooks and other instructional materials used in ICEF Public Schools and information about the use of any supplementary curriculum or non-adopted textbooks or instructional materials.

Grade Level/ Course	Textbook/Publisher	Implementation Date	Selected From SBE Standards-Based Materials (K-8) / Consistent with SBE Curriculum Framework Content & Cycle (9-12)
English-Language Arts			**State Board Adoption Cycle 2002-2008**
K-5	***Imagine It!*** SRA/McGraw-Hill, 2008	**2008-09**	**Yes**
6	***Language Network*** (CA Edition, with additional resources) McDougall Littell, 2008	**2008-09**	**Supplemental**
	Equiano, Olaudah. ***The Kidnapped Prince*** Flake, Sharon G. ***The Skin I'm In*** Lowry, Lois. ***The Giver*** Shakespeare, William. ***A Midsummer Night's Dream***	**Short Stories (*The Legend of Sleepy Hollow, Bad Characters, The Gift*)** Woodson, Jacqueline. ***Locomotion*** (poetry collection)	
7	***The Language of Literature*** (CA Edition, with additional resources), McDougall Littell, 2008	**2008-09**	**Supplemental**
	Cisneros, Sandra. ***The House on Mango Street*** Garfield, Leon. **Shakespeare's Stories. *Julius Caesar***	Gibson, William. ***The Miracle Worker*** ***Sundjata***	
8	Beals, Melba. ***Warriors Don't Cry*** ***King Arthur*** Lee, Harper. ***To Kill a Mockingbird***	**Poetry Unit** Rostand, Edmond. ***Cyrano***	
9 **The Journey to Adulthood**	**African American Poetry Unit** Athol, Fugard. ***Master Harold and the Boys*** ***Gorilla My Love*** **(Selected stories)** Hansberry, Lorraine. ***Raisin in the Sun***	Homer. ***Odyssey*** Rouse, WHD. ***Gods, Heroes and Men of Ancient Greece (Selections)*** Shakespeare, William. ***Hamlet***	
10 **Our Ethical Identity**	Faulkner, William. ***Barn Burning*** Marquez, Gabriel Garcia. ***Chronicle of a Death Foretold*** Poe, Edgar, Allan. ***The Raven and Other Writings*** Salinger, J.D. ***Catcher in the Rye***	Shakespeare, William. ***Macbeth*** Shakespeare, William. ***Romeo and Juliet*** Wilson, August. ***Fences***	
11 **Reality vs. Our Perception**	***The Bedford Reader*** **(selections)** ***The Declaration of Independence*** Fitzgerald, F. Scott. ***The Great Gatsby*** Hawthorne, Nathaniel. ***Hawthorne's Stories*** **(selections)**	Kesey, Ken. ***One Flew Over the Cuckoo's Nest*** Miller, Arthur. ***Death of a Salesman*** Smiley, Jane. ***A Thousand Acres*** Willliams, Tennessee. ***A Streetcar Named Desire***	
12 **College Writing**	Beah, Ishmael. ***A Long Way Gone*** ***Bible, "The Collapse and Restoration of King David's Soul"*** Buckley, William F. ***"Why Don't We Complain?"*** Chavez, Linda. ***"Everything Isn't Racial Profiling"*** Colson, Charles. ***"Gay 'Marriage': Societal Suicide"*** ***The Declaration of Independence*** Didion, Joan. ***"On Keeping a Notebook"*** Dillard, Annie. ***"The Channeled Whelk"*** Douglass, Frederick. ***The Narrative of the Life of Frederick Douglass, an American Slave*** Fraiser, Laura. ***"Why I Stopped Being a Vegetarian"*** Francke, Linda Bird. ***"The Ambivalence of Abortion"*** Gandhi, Mohandas K. ***"On Nonviolent Resistance"*** Hamilton, Edith. ***"Oedipus, A Summary"*** Hammer, Joshua. **Newsweek*, "Shunned at Berkley"*** Haney, Seamus. ***The Burial at Thebes: A Retelling of Sophocles' Antigone*** Hitt, Jack. ***"Who Will Do Abortions Here?"*** Khan. ***"Close Encounters with Immigration"*** King, Martin Luther, Jr. "***Letter from a Birmingham Jail"*** Leonard, John. ***"The Only Child"***	Merton, Thomas. ***"Brothers"*** Mosley, Walter. ***"The Thief"*** Murphy, Patrick. **New York Times*, "Crime and Punishment-Juvenile Division"*** Obama, Barrack. ***The Audacity of Hope*** Orwell, George. ***"Shooting an Elephant"*** Pascal, Blaine. ***"Diversion"*** Plato. ***The Euthyphro*** Plato. ***The Trial and Death of Socrates*** Pollitt, Katha. ***"What's Wrong with Gay Marriage?"*** Rodriguez, Richard. ***"Your Parents Must Be Proud"*** Shulman, Max. ***"Love is a Fallacy"*** Singer, Peter. ***"A Vegetarian Philosophy"*** Swift, Jonathan. ***"A Modest Proposal"*** Thomson, Judith Jarvis. ***"Even if the Fetus is a Person"*** Thoreau, Henry David. ***Walden, "Where I Lived and What I Lived For"*** Tisdale, Sallie. ***"We Do Abortions Here."*** Warren, Mary Anne. ***"On the Legal and Moral Status of Abortion"*** Williams, Joseph and Lawrence McEnerney. ***Writing in College***	

Grade Level/ Course	Textbook/Publisher	Implementation Date	Selected From SBE Standards-Based Materials (K-8) / Consistent with SBE Curriculum Framework Content & Cycle (9-12)
History-Social Science			**State Board Adoption Cycle 2006-2011**
K-5	***Houghton Mifflin Social Science Series*** **(Houghton Mifflin)**	**1999-00**	**Yes**
	Imagine It - Social Science Curriculum Connections SRA/McGraw-Hill, 2008	**2008-09**	
	Teacher-created units based on standards	**1999-00**	
6	***Ancient Civilizations*** Pearson Prentice Hall, 2008	**2008-09**	**Yes**
	History Alive! The Ancient World (with additional resources) Teachers' Curriculum Institute, 2008	**2008-09**	**Yes**
	World History: Ancient Civilizations McDougal Littell, 2006	**2007-08**	**Yes**
7	***History Alive! The Medieval World and Beyond*** (with additional resources), Teachers' Curriculum Institute, 2008	**2008-09**	**Yes**
	Medieval and Early Modern Times (CA Edition) Pearson Prentice Hall, 2008	**2008-09**	**Yes**
	World History: Medieval and Early Modern **Times** (CA Edition), McDougall Littell, 2008	**2008-09**	**Yes**
8	***America: History of Our Nation*** (CA Edition) Pearson Prentice Hall, 2008	**2008-09**	**Yes**
	History Alive! US History Through Industrialism (with additional resources), Teachers' Curriculum Institute, 2008	**2008-09**	**Yes**
Government	***American Government*** Holt (Kelman), 2003	**2003-04**	**No**
AP Government	***Magruders American Government*** Prentice Hall (McLenaghan), 2006	**2006-07**	**Yes**
US History	***The Americans*** McDougal Littell (Danzer, Klor de Alva, Krieger, Wilson, Woloch), 2005	**2005-06**	**Supplemental**
	US History – Modern America (with additional resources) Prentice Hall, 2008	**2008-09**	**Yes**
US History - AP	***The American Pageant*** (13th Edition) Houghton Mifflin (Kennedy, Cohen, Bailey), 2008	**2008-09**	**Yes**
World History I	***Ancient World History*** *(with additional resources)* McDougal Littell (Beck, Black, Krieger, Naylor, Shabaka), 2007	**2007-08**	**Yes**
World History II	***Modern World History*** *(with additional resources)* McDougal Littell (Beck, Black, Krieger, Naylor, Shabaka), 2008	**2008-09**	**Yes**
Mathematics			**State Board Adoption Cycle 2008-2013**
K-5	***Saxon Math*** Saxon Publishers, 2008	**2008-09**	**Yes**
6	***Saxon Math*** (with additional resources) Saxon Publishers, 2008	**2008-09**	**Yes**
7	***Saxon Math*** (with additional resources) Saxon Publishers, 2008	**2008-09**	**Adopted for continuity of program**
8	***Saxon Math*** Saxon Publishers, 2008	**2008-09**	**Adopted for continuity of program**
	Saxon Math-Algebra I (with workbooks and additional resources) Saxon Publishers, 2008	**2008-09**	**Adopted for continuity of program**
Algebra I	***Saxon Math-Algebra I*** (with workbooks and additional resources) Saxon Publishers, 2008	**2008-09**	**Yes**
Geometry	***Saxon Math-Geometry*** (with workbooks and additional resources) Saxon Publishers, 2008	**2008-09**	**Yes**
Algebra II	***Saxon Math-Algebra II*** (with workbooks and additional resources) Saxon Publishers, 2008	**2008-09**	**Yes**
Precalculus	***PreCalculus with Limits: A Graphing Approach*** (5th Edition, with additional resources), Houghton Mifflin (Larson, Hostetler, Edwards), 2008	**2008-09**	**Yes**
Calculus	***Calculus – Concepts and Contexts*** **Thomson** (Stewart), 2005	**2005-06**	**Yes**
	How to Prepare for the AP Calculus Exam Barrons (Hockett and Bock), 2007	**2007-08**	**Yes**

Grade Level/ Course	Textbook/Publisher	Implementation Date	Selected From SBE Standards-Based Materials (K-8) / Consistent with SBE Curriculum Framework Content & Cycle (9-12)
Science			**State Board Adoption Cycle 2007-2012**
K-5	***Science*** (CA Edition) Harcourt Brace, 2000	**2000-01**	**Yes**
	Imagine It - Science Curriculum Connections SRA/McGraw-Hill, 2008	**2008-09**	
6	***Earth Science*** (CA Edition, with Lab Manual) McDougall Littell, 2008	**2008-09**	**Yes**
	Science Explorer: Focus on Earth Science, (CA Edition, with Reading and Note Taking Guide) Pearson Prentice Hall, 2008	**2008-09**	
7	***Life Science*** (CA Edition, with Lab Manual) McDougall Littell, 2008	**2008-09**	**Yes**
	Science Explorer: Focus on Life Science (CA Edition, with Reading and Note Taking Guide) Pearson Prentice Hall, 2008	**2008-09**	
8	***Science Explorer: Focus on Physical Science*** **(CA Edition, with Reading and Note Taking Guide) Pearson Prentice Hall, 2008**	**2008-09**	**Yes**
Biology	***Biology*** (CA Edition) Prentice Hall, 2008	**2008-09**	**Yes**
Biology - AP	***Biology*** (8th Edition-AP, with additional resources) Prentice Hall (Campbell), 2008	**2008-09**	**Yes**
Chemistry	***Chemistry: Matter and Change*** (CA Edition) Glencoe, 2008	**2008-09**	**Yes**
Integrated Science	***Integrated Science*** (Level Red)	**2008-09**	**Yes**
Physics	***Conceptual Physics*** **Prentice Hall** (Hewitt), 2006	**2006-07**	**Yes**
Foreign Language			**State Board Adoption Cycle 2003-2011**
Spanish I (6-12)	***Paso a Paso 1*** **Prentice Hall** (Met, Sayers, Wargin), 2000	**2003-04**	**Yes**
	Realidades 1 (with workbooks and other resources) Pearson Prentice Hall, 2008	**2008-09**	
Spanish II	***Paso a Paso 2*** **Prentice Hall** (Met, Sayers, Wargin), 2000	**2003-04**	**Yes**
	Realidades 2 (with workbooks and other resources) Pearson Prentice Hall, 2008	**2008-09**	
Spanish III	***Paso a Paso 3*** **Prentice Hall** (Met, Sayers, Wargin), 2000	**2003-04**	**Yes**
AP Spanish Language	***Abriendo Paso Lectura*** **Prentice Hall** (José Díaz), 2007	**2007-08**	**Yes**
	Abriendo Paso Gramática **Prentice Hall** (José Díaz), 2007	**2007-08**	
	AP Spanish: Preparing for the Language Examination, 3rd ed. **Prentice Hall** (José Díaz), 2007	**2007-08**	

Science Laboratory Equipment

Lab equipment is available for all high school science students in ICEF Public Schools enrolled in: Intro to Lab Science/Health, Biology, Chemistry, Physics, AP Biology, and Anatomy and Physiology. All ICEF Science Departments have placed orders with Nasco and/or ScienceKit for additional materials, supplies, and equipment needed by teachers to carry out state standards-aligned science laboratory activities, in addition to pre-existing supplementary equipment and supplies. Teachers collaborate interdepartmentally with other ICEF Public Schools to create labs, align labs to state standards, and design common forms of lab assessment for ICEF Public Schools, including a Lab Report Template, Lab Report Rubric, and Lab Safety Contract.

Core Curriculum and Pedagogical Philosophy

ICEF believes that in order to spread success amongst the campuses, a few things must be done with excellence as opposed to doing many things with mediocrity. For this reason, ICEF focuses on five core curricular philosophies which, in concert with the Three R's, produce transformational change within the school community and in individual students.

(1) Creating a College Going Culture - All ICEF schools are established with the mission to prepare students to attend and compete academically at the top 100 colleges and universities in the nation. The ramifications of this statement drive every instructional decision made on campus.

(2) Promoting Study Skills for College Success - If our goal is college success for all, one of the most important skills we need to be able to give our students is to make them self-directed learners. Building the habit of being able to use study time wisely is necessary for college success and it all starts in study hall. Along with building the habit is building the know-how. ICEF Schools incorporate study skills into the curriculum, not just assigning students a chapter to read, but teaching them how to read it closely in order to understand both the overarching themes, but also the subtle nuances; not just telling the students to take notes on a lecture, but giving them the tools to do that effectively; and not just telling a student to study for a test, but advising them on how to manage their time and providing strategies for success.

Nurturing or inspiring in students a love of great literature or knowledge, is the goal of our Sustained Silent Reading Program, called Drop Everything And Read (DEAR). The more high quality works a student reads, the better their vocabulary for writing. Setting the environment where reading is encouraged and modeled is one of the most important things a director can do.

(3) College Level Analytical Writing - ICEF is closing the gap between high school achievement and college success by teaching college level writing and analytic skills during the 11th and 12th grades. The Archer-Holmes Toulmin Model of writing and argumentation is used with students beginning in the 6th grade and applied across all core classes – including science and mathematics. The Toulmin Model is used to "foster cognitive development" in undergraduate and graduate education and is recognized for its applicability to promote critical thinking across disciplines. Upon graduation from an ICEF high school, a student can write a sustained case of 1500-2000 words, free of mechanical error, in a readable style. Most importantly, in the second semester of their senior year, students are taught how to take a writing assignment given them in college and apply the Toulmin Model to it.

(4) College Level Discourse - Through formalized Socratic Seminars in the early grades, students gain the competencies and habits of Socratic dialogue. First off, they learn the academic language necessary to participate in a scholarly discussion. For instance, students learn how to intelligently respond to someone who they disagree with, how to add value to someone else's statement without redundancy, how to ask clarifying and probing questions, and how to listen intelligently and interpret responses. Secondly, students practice the tools needed to participate in that discussion correctly. This involves the students relating evidence gained from the text in front of them, drawing on past experiences, correlating previous readings in the class with the current topic of the discussion, and staying focused on the topic as opposed to making tangential statements.

(5) Backwards Mapping to College Standards - What is unique about ICEF teachers is that they do not focus just on the California Content Standards for their subject, but through collaboration with other teachers, examine the content standards for other subjects. Teachers are really back-mapping to the Secretary's Commission on Achieving Necessary Skills (SCANS), the University of California/California State University (UC/CSU) system a-g requirements, and The College Board's Standards for College Success.

VIII. SCHOOL FINANCES

Expenditures Per Pupil and Teacher Salaries (Fiscal Year 2006-2007)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at ICEF with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education website at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits website at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
ICEF Public Schools	**$10,647**	**$2,444**	**$8,203**	**$51,475**
LAUSD	**n/a**	**n/a**	**n/a**	**$62,407**
Percent Difference – ICEF Public Schools and LAUSD	**n/a**	**n/a**	**n/a**	**- 17.5%**
State	**n/a**	**n/a**	**$5,300**	**$65,008**
Percent Difference – ICEF Public Schools and State	**n/a**	**n/a**	**+ 54.8%**	**- 20.8%**

Types of Services Funded (Fiscal Year 2007-2008)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general fund state funding, ICEF Public Schools receive state and federal categorical funding for special programs. For the 2007-08 school year, ICEF Public Schools received state and federal aid for the following categorical programs:

State		Federal
• Categorical Block Grant • Facilities Reimbursement Grant • State Lottery	• In Lieu of Economic Impact Aid • Arts and PE Charter Grant • K-3 Class Size Reduction Grant	• Title I - NCLB

In addition to the categorical grants for the projects listed above, ICEF annually raises an amount equivalent to about 5% of its operating budget for special projects and for piloting new programs. Current projects include:

- Performing and visual arts instruction and productions
- The Principal Training Academy
- ICEF Scholars: Support for Student Study Away and Abroad; and
- Acquisition and refurbishment of facilities for the establishment of new school sites.

Teacher and Administrative Salaries (Fiscal Year 2006-2007)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits website at http://www.cde.ca.gov/ds/fd/cs/.

Category	ICEF Public Schools	LAUSD Amount	State Average For Districts in Same Category
Beginning Teacher Salary	$40,000	$39,788	$40,721
Mid-Range Teacher Salary	$56,000	$63,553	$65,190
Highest Teacher Salary	$72,000	$78,906	$84,151
Average Principal Salary (Elementary)	$96,000	$104,425	$104,476
Average Principal Salary (Middle)	$105,000	$116,492	$108,527
Average Principal Salary (High)	$123,000	$130,984	$119,210
Superintendent Salary	n/a	$300,000	$210,769
Percentage of Budget for Teacher Salaries	45.0%	37.7%	39.9%
Percentage of Budget for Administrative Salaries	4.6%	5.7%	5.5%

IX. STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced levels meet state standards in that content area. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the Standardized Testing and Reporting (STAR) Results website at *http://star.cde.ca.gov*. **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	View Park Prep Elementary (2-5)			LAUSD (2-11)			State (2-11)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	61	52	56	29	31	35	42	43	46
Mathematics	54	56	61	31	31	35	40	40	43
Science	31	30	46	23	27	36	35	38	46
History-Social Science	n/a	n/a	n/a	20	20	24	33	33	36

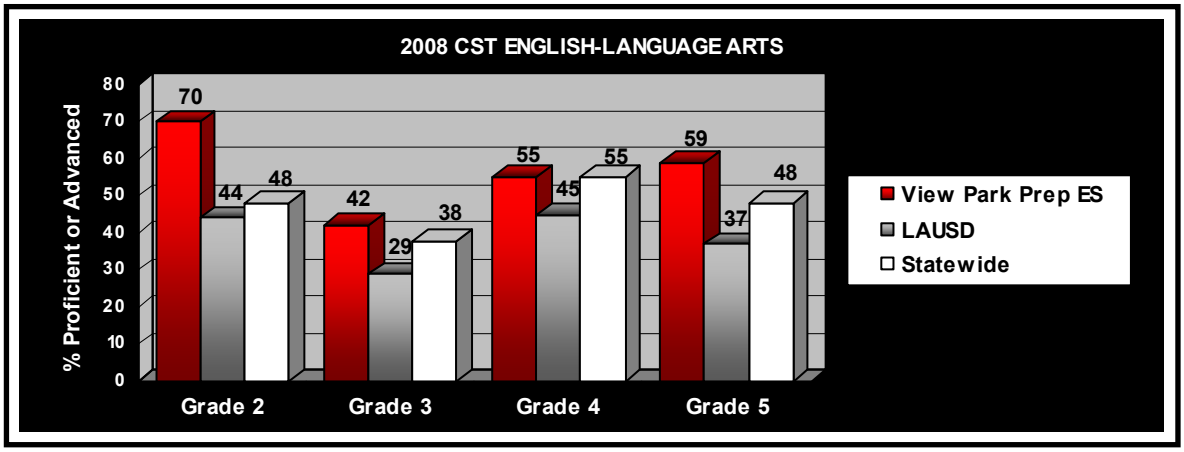
CST Results by Student Group – Most Recent Year (School Year 2007-2008)

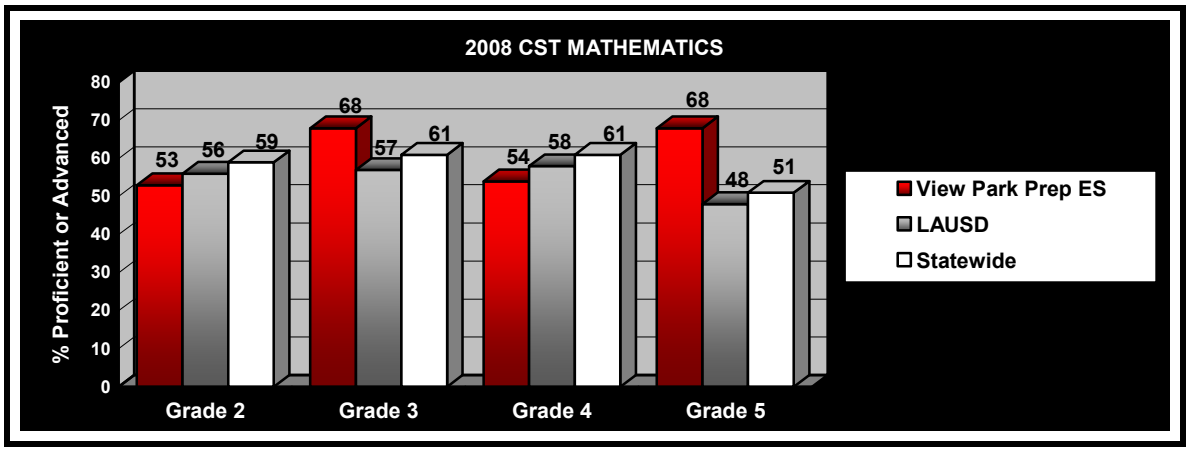
*This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. *Note: Data are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

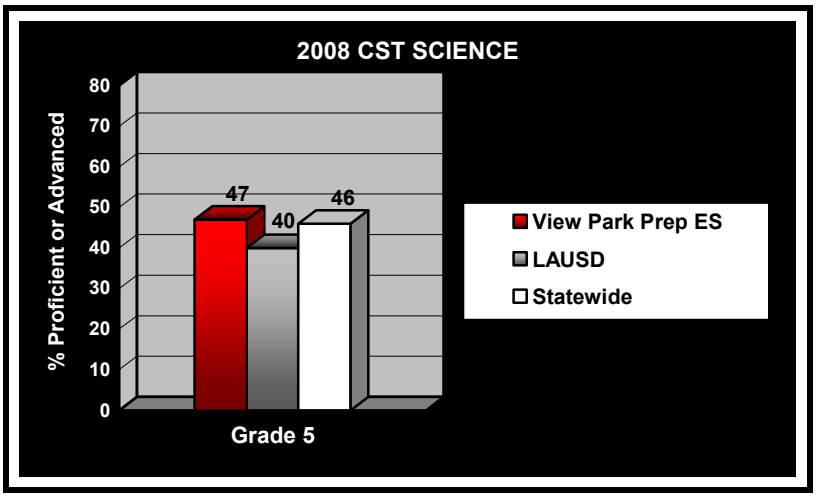
Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	56	61	45
Pacific Islander	*	*	*
Male	48	62	39
Female	63	60	52
Economically Disadvantaged	51	59	40
Students with Disabilities	*	*	*

Comparison to Students in LAUSD and Statewide

The charts below show how View Park Preparatory Elementary School students performed compared to students in LAUSD and statewide on the 2008 California Standards Tests in English-language arts, mathematics, and science. The numbers represent the percent of students performing at the proficient level or above.







California Physical Fitness Test Results (School Year 2007-2008)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	28.8

X. ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the Academic Performance Index (API) website at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks.

These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	7	6
Similar Schools	10	10	10

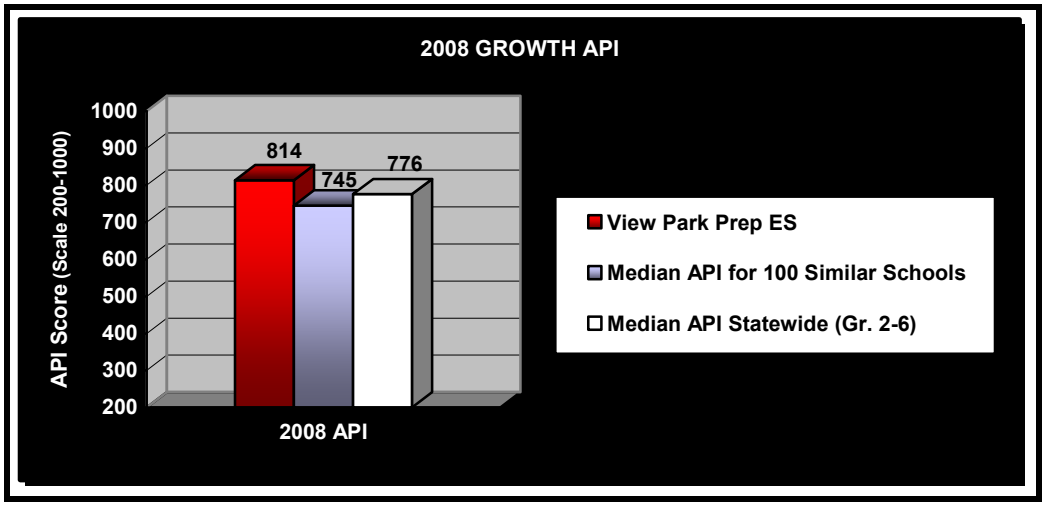
API Changes by Student Group – Three-Year Comparison

This table displays, by numerically significant student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at VPP Elementary	-10	-22	+26	814
African American	-2	-28	+25	815
Socioeconomically Disadvantaged	n/a	-45	+72	798

API Comparison to 100 Similar Schools and Students Statewide

The chart below shows how View Park Preparatory Elementary School students performed compared to students in their 100 Similar Schools and to students statewide on the 2008 Growth Academic Performance Index.



Adequate Yearly Progress (AYP)

The federal *No Child Left Behind Act* (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts and mathematics
- Percent proficient on the state's standards-based assessments in English-language arts and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the Adequate Yearly Progress (AYP) website at ***http://www.cde.ca.gov/ta/ac/ay/***.

AYP Overall and by Criteria (School Year 2007-2008)

This table displays an indication of whether the school made AYP overall and whether the school met each of the AYP criteria.

AYP Criteria	View Park Preparatory ES
Overall	**Yes**
Participation Rate – English-Language Arts	**Yes**
Participation Rate – Mathematics	**Yes**
Percent Proficient – English-Language Arts	**Yes**
Percent Proficient – Mathematics	**Yes**
API	**Yes**
Graduation Rate	**n/a**

Federal Intervention Program (School Year 2008-2009)

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI identification can be found on the Adequate Yearly Progress (AYP) website at ***http://www.cde.ca.gov/ta/ac/ay/***.

Indicator	View Park Preparatory ES	ICEF Public Schools
Program Improvement (PI) Status	**Not in PI**	**Not in PI**

XI. INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three year period.

In 2005-06, 2006-07, and 2007-08, prior to school opening in the Fall, five days were dedicated to Professional Development for new staff, followed by an additional ten days of Professional Development for all staff.

Prior to the start of the 2008-2009, newly hired ICEF staff members participated in five days of Professional Development. New teachers and paraprofessionals were introduced to the ICEF mission and were trained on essential elements of an ICEF school: college style discourse, college going culture, backward mapping to college standards, college study habits, and college level analytical writing. During this time, classified staff members attended separate trainings on managing school operation systems. At the conclusion of this week, new ICEF staff members were joined by all returning staff members for an additional ten days of professional development.

After conducting site surveys and visits, the leadership team noticed that each school needed the tools and processes to examine data and evidence to set school wide academic goals. In June of 2008, all principals attended a three day retreat on using the Professional Learning Community model to examine data and engage the staff in the process of school improvement. Using the first step of the inquiry process, principals trained staff on examining evidence of student achievement and using data to set goals for the upcoming year. As teachers set goals, they requested additional training in subject specific pedagogy that was delivered the following week. Additionally, each school site has ninety minutes per week to be used for professional development and continuing the cycle of inquiry.

This year ICEF has rolled out its own state approved BTSA program by which preliminary credential holders can earn their clear credential. Currently, 47 teachers are participating in the BTSA program and receiving individualized coaching and mentoring. For those teachers who are not eligible for BTSA but are still new, individualized help may be requested or they may be referred by their principal to receive informal individualized mentoring by a master teacher.

In order to ensure continual improvement, all faculty members develop personal professional growth plans. The use of teacher and administrator professional growth plans allows immediate supervisors to monitor and assess the progress of individuals on the school sites. People set their own goals in conjunction with their supervisors in three categories - knowledge and skills, service to the community, and student growth and achievement. Knowledge and skills goals center on taking classes, attending conferences and workshops, and working towards advanced degrees. Service to the community goals may include taking on leadership responsibilities, fulfilling adjunct duties, and creating partnerships with community organizations and the school. Student growth and achievement goals combine individual classroom and school-wide goals. The last set of goals must be measurable either through existing data or school-wide created assessments. All goals in the professional growth plans will be aligned to the California Standards for the Teaching Profession. Growth plans will include goals, action plans, and measures for assessment.

Goals are set with the immediate supervisor during August professional development. Goals are monitored through 5 sets of observations – three peer and two supervisor from September through March. In January, teachers meet with immediate supervisors to monitor progress towards goals, refining where necessary. The first official evaluation occurs during the first week of April. A second evaluation occurs after CST scores are released and, if used, to create the ensuing year's goals and action plans – creating a cyclical process.

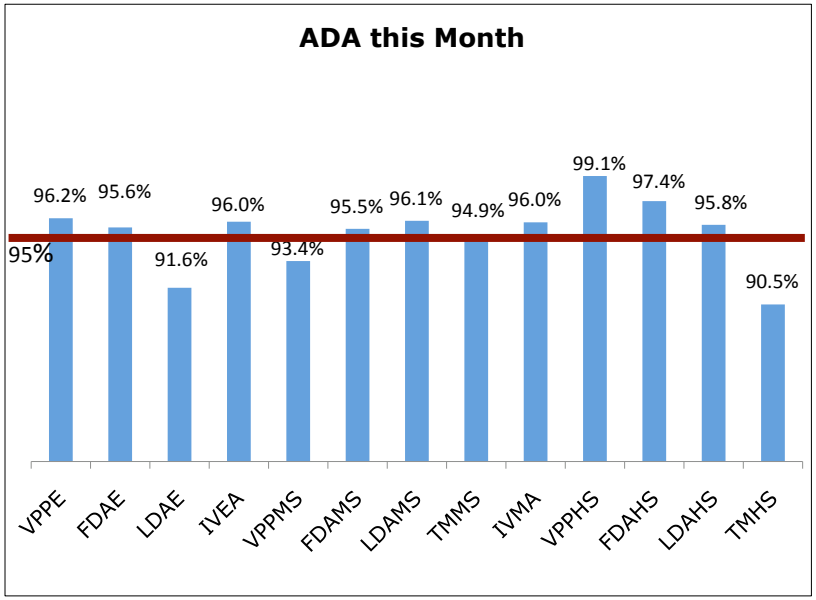
ICEF Public Schools

ATTACHMENT X

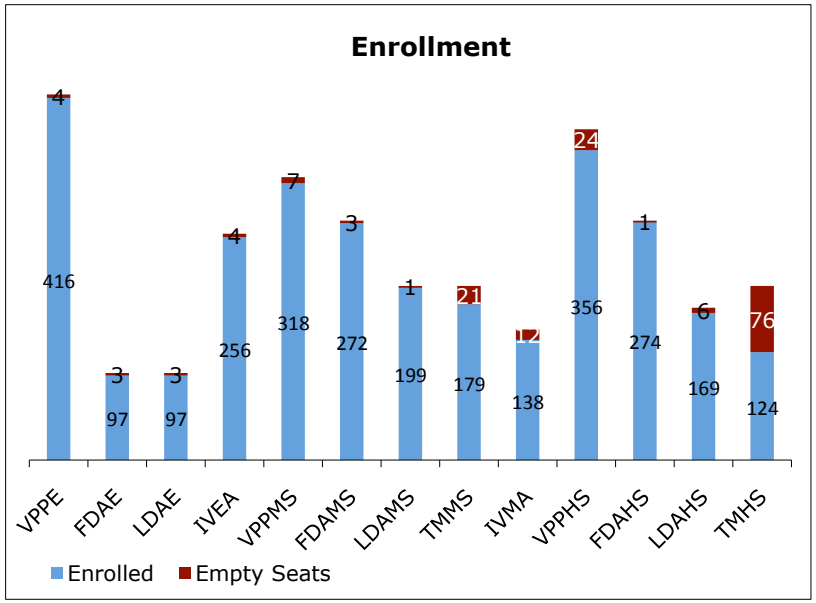
Operations Dashboards

Site Management Statistics

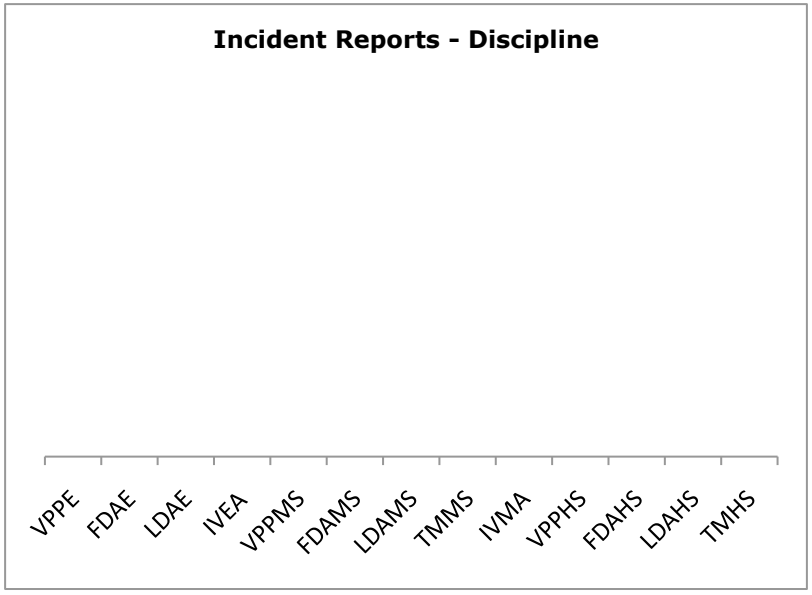
Dashboard Period: 5/1/2009 to 5/31/2009

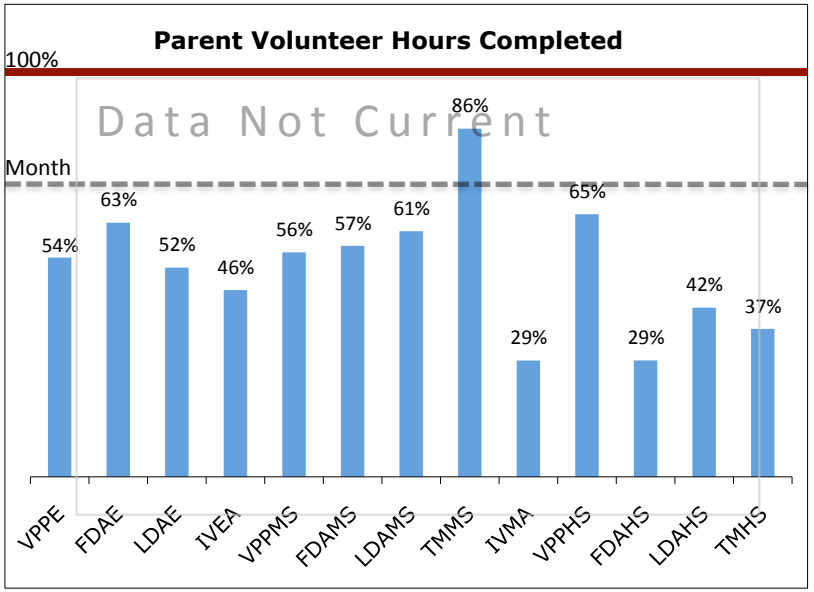


YTD 96.4% 94.8% 94.1% 96.5% 93.8% 95.7% 96.0% 95.1% 96.0% 96.8% 96.7% 95.9% 89.6%



	Enrollment	ADA %	ADA #
Budget	3,060	95.0%	2,907
Sept	2,948	96.8%	2,854
Oct	2,967	96.6%	2,866
Nov	2,962	95.5%	2,829
Dec	2,969	94.4%	2,803
Jan	2,945	94.8%	2,792
Feb	2,959	95.0%	2,811
Mar	2,935	95.0%	2,788
Apr	2,919	94.3%	2,753
May	2,895	95.2%	2,756
Jun			
YTD	2,944	95.5%	2,806



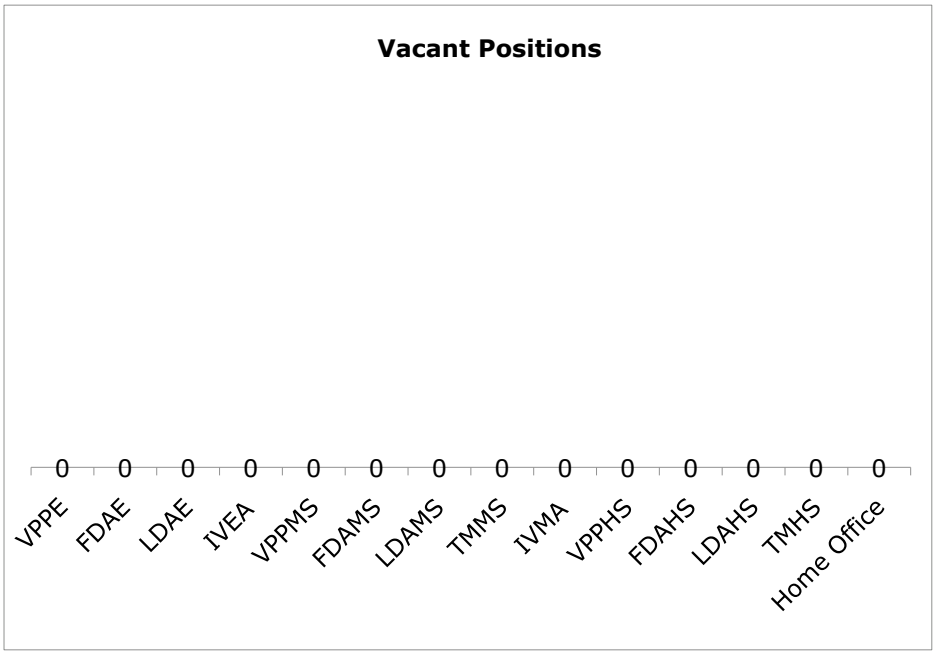


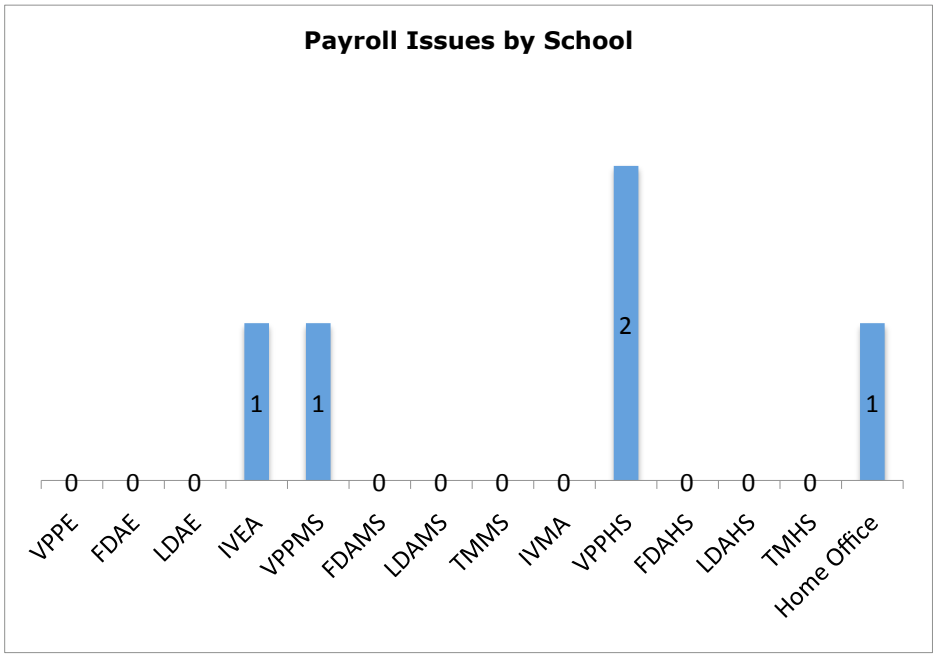
ICEF Public Schools

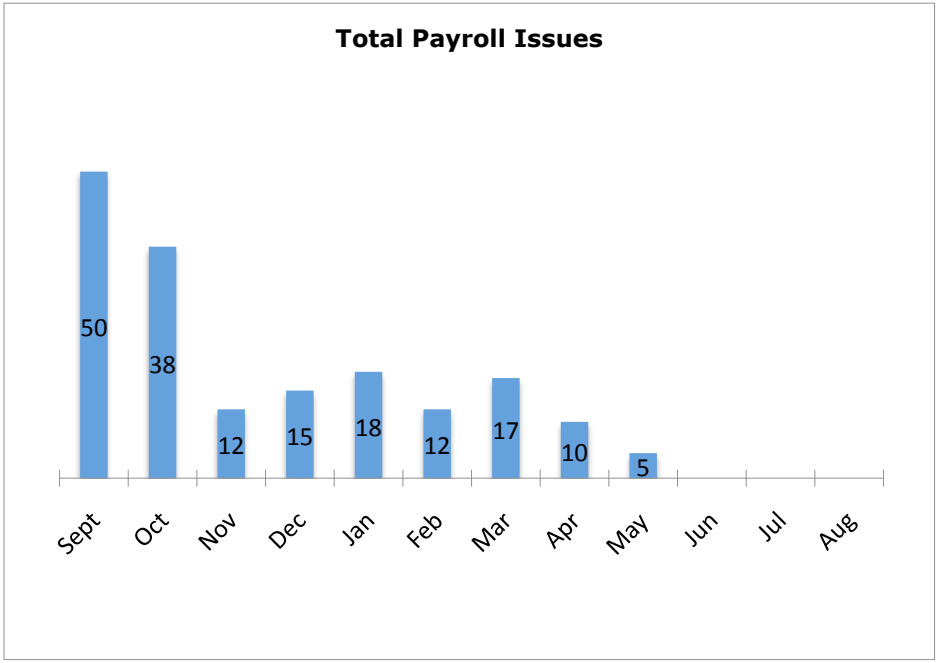
Human Resources Statistics

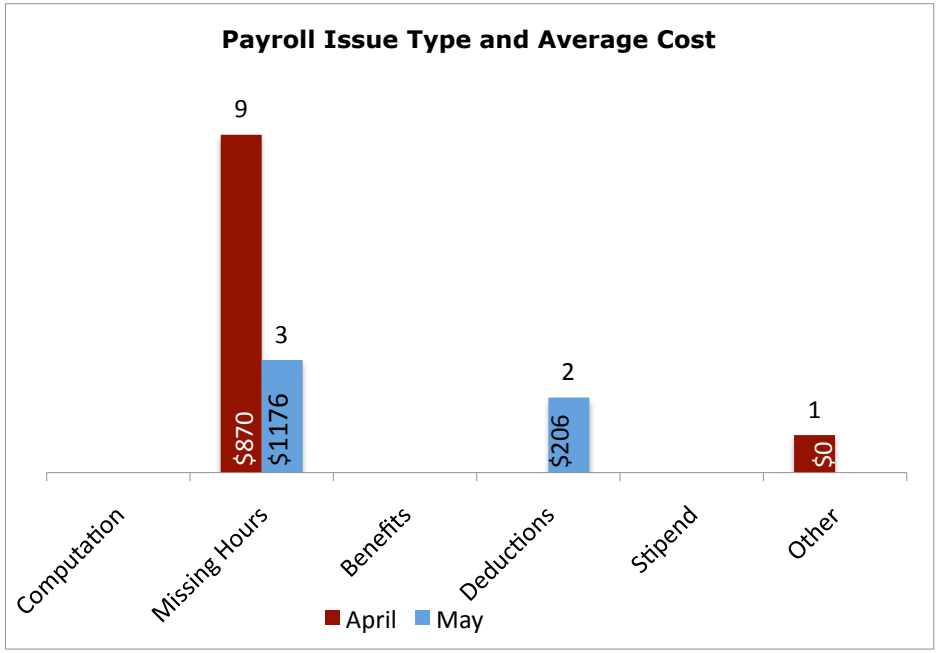
Dashboard Period: 5/1/09 to 5/31/09

ICEF Public Schools





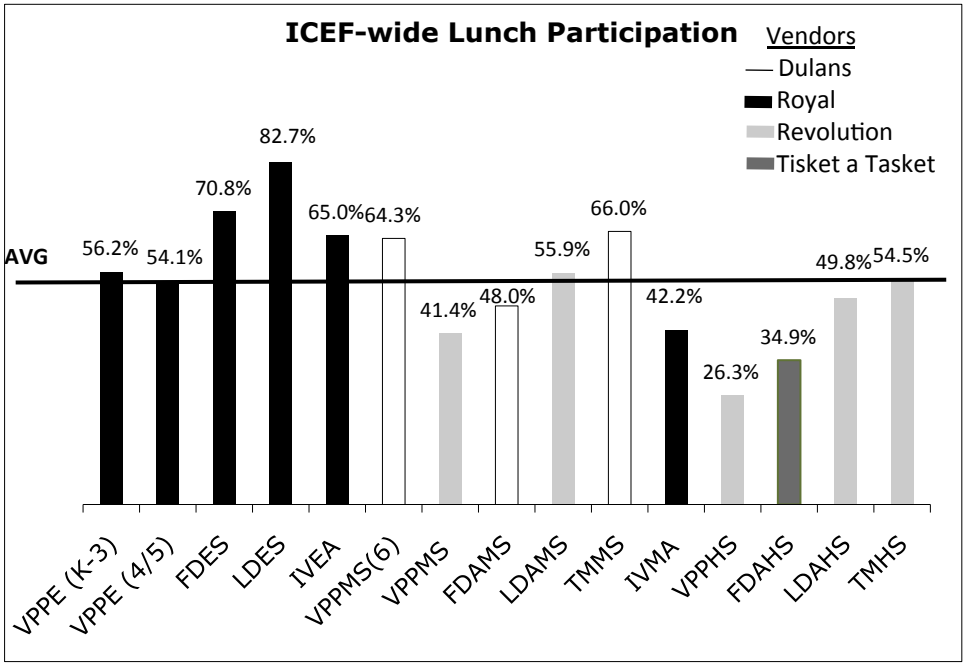


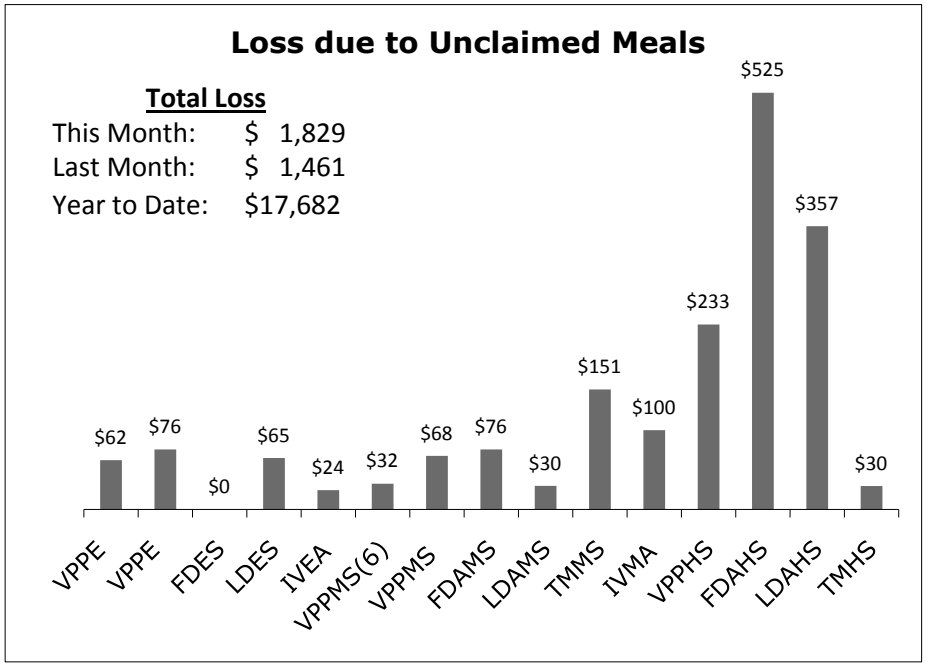


Food Service Statistics

Dashboard Period: 5/1/09 to 5/31/09

ICEF Public Schools





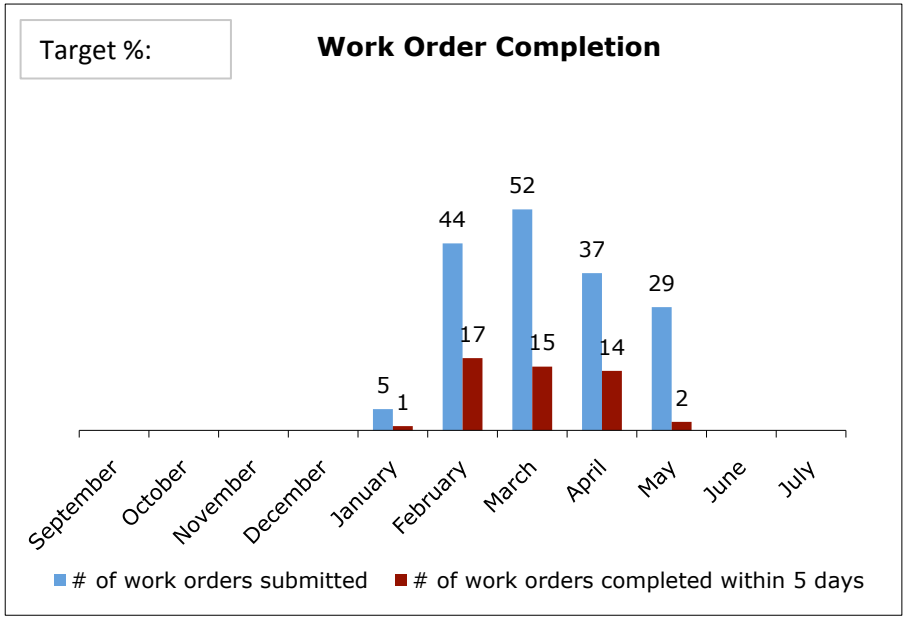
Left Lunches by Day (5 or more only)

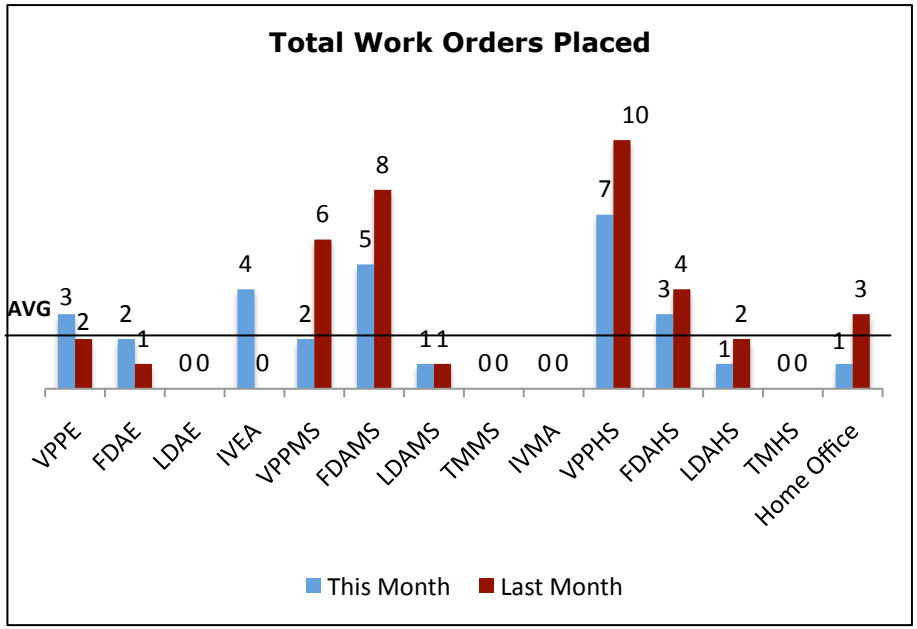
	Fri-1	Mon-4	Tue-5	Wed-6	Thu-7	Fri-8	Mon-11	Tue-12	Wed-13	Thu-14	Fri-15	Mon-18	Tue-19	Wed-20	Thu-21	Fri-22	Tue-26	Wed-27	Thu-28	Fri-29	Total
VPPE (K-3)												5									5
VPPE (4/5)																					0
FDES																					0
LDES						10															10
IVEA								5													5
VPPMS(6)																					0
VPPMS				9		10	8						10	10							47
FDAMS							5				5					5		6			21
TMMS				9			8														17
LDAMS																	5				5
IVMA								21								16					37
VPPHS						6	6							6	8	5	5	11	6	13	66
FDAHS					11	11	11	12	11	19	11	7		14	10	7	14	14	12	7	171
TMHS																					0
LDAHS			5				8			6	6	11		11	13	7	12	12	9	12	112
Total	0	0	5	18	11	37	46	38	11	25	22	23	10	41	31	40	36	43	27	32	496

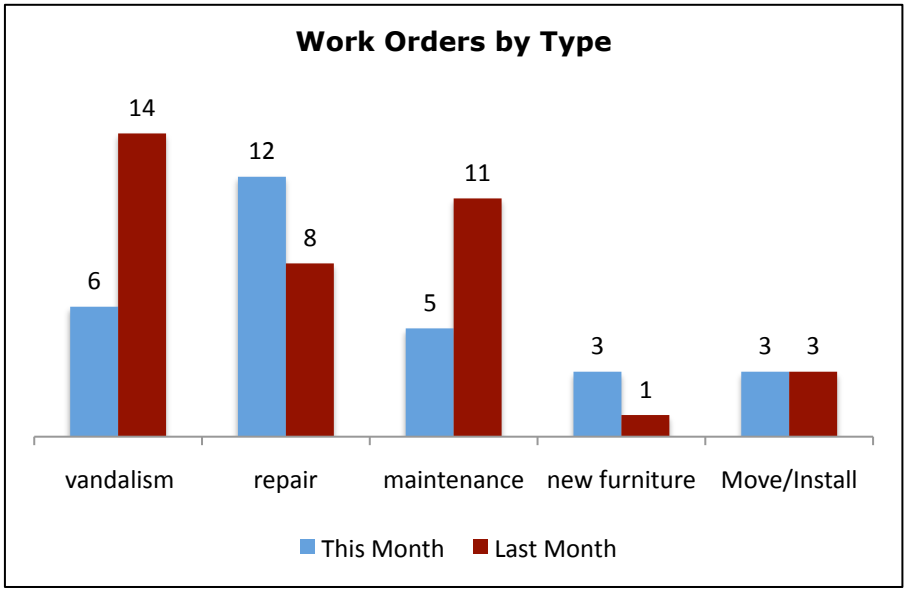
Facilities Statistics

Dashboard Period: 5/1/09 to 5/31/09

ICEF Public Schools



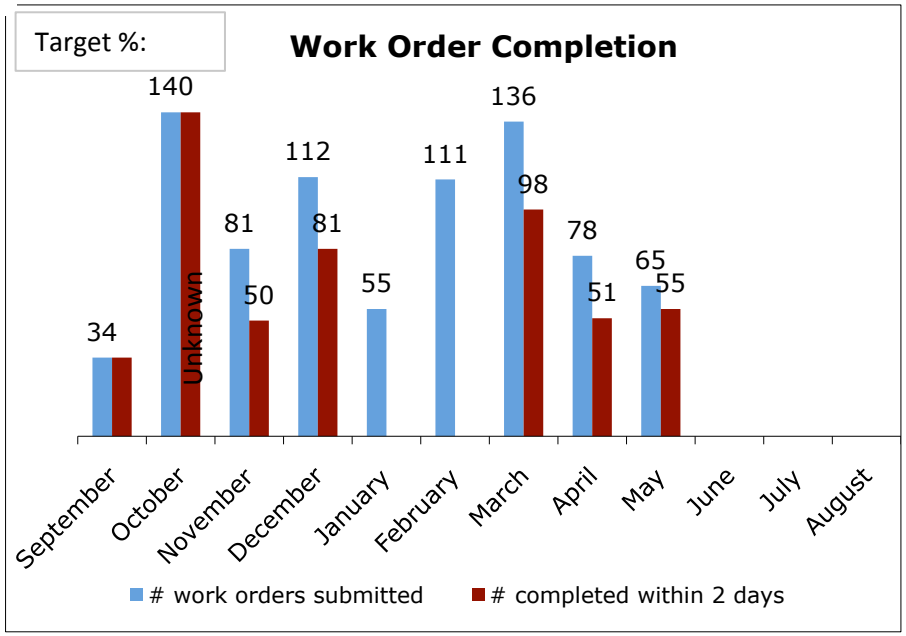


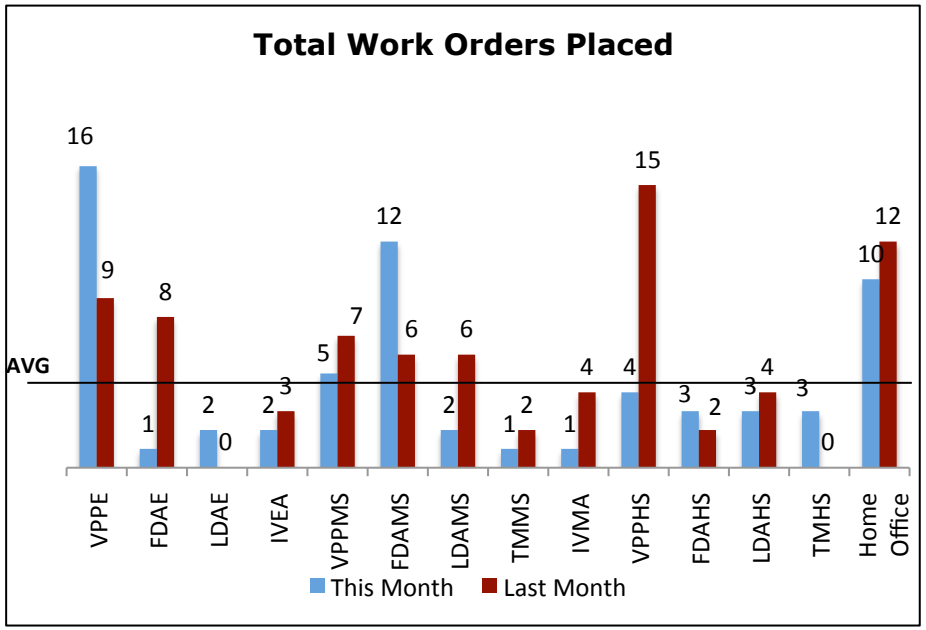


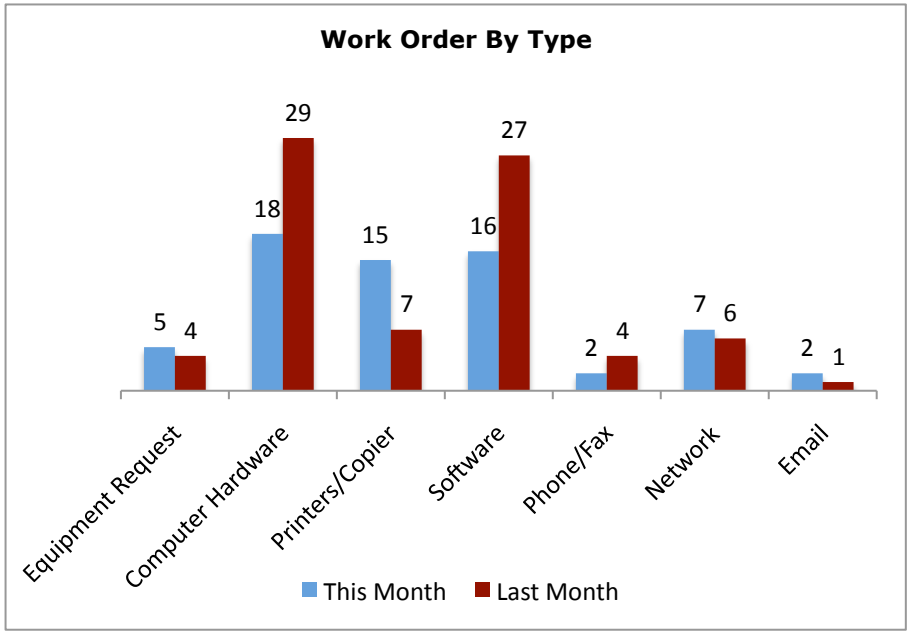
IT Statistics

Dashboard Period: 5/1/09 to 5/31/09

ICEF Public Schools



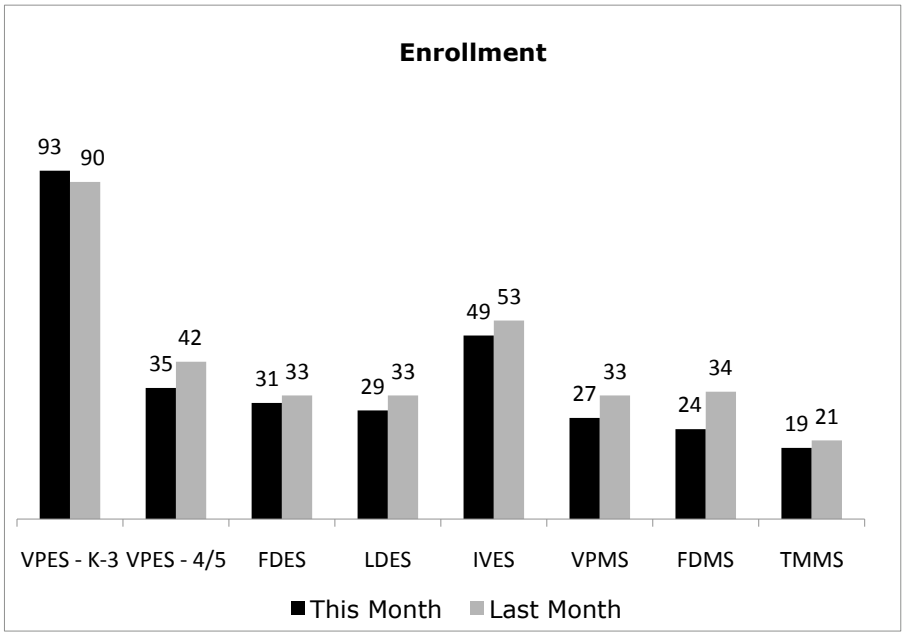


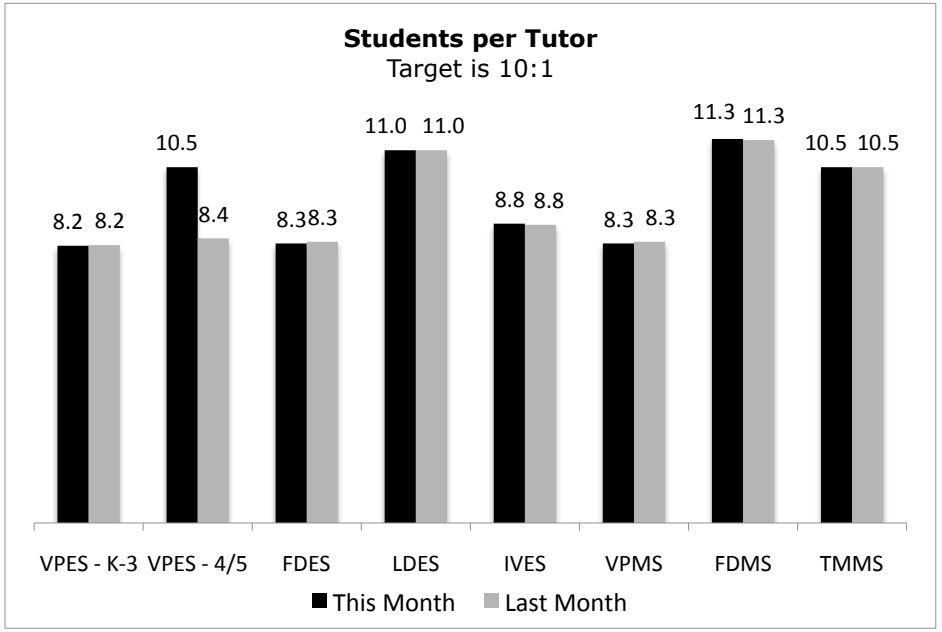


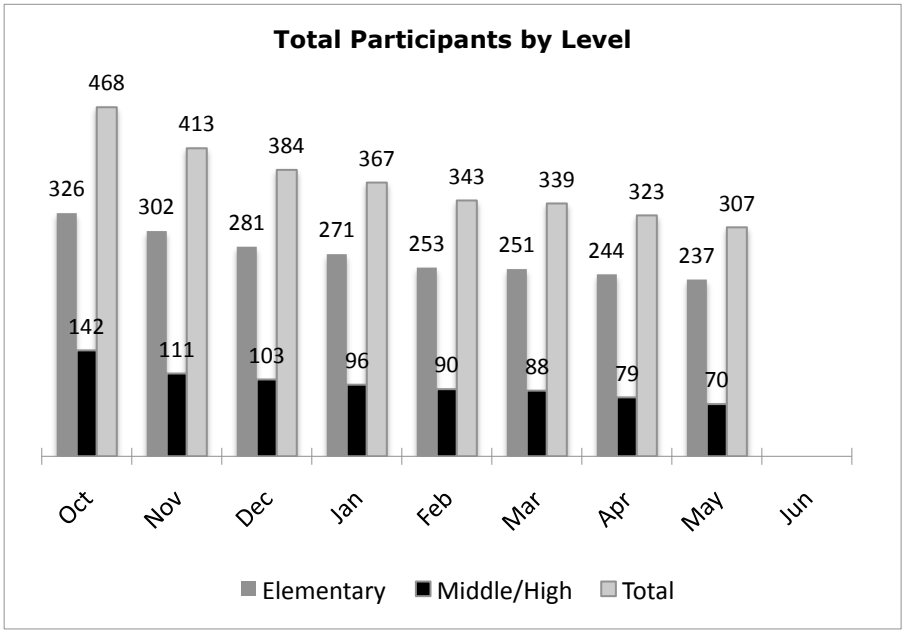
After-School Program Statistics

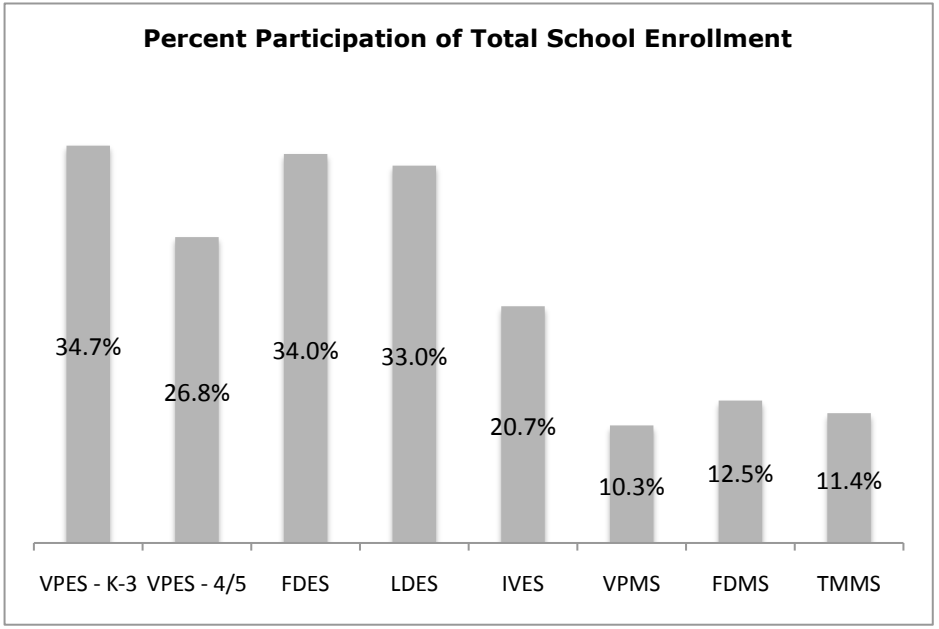
Dashboard Period: 5/1/09 to 5/31/09

ICEF Public Schools









ICEF Public Schools

ATTACHMENT XI

Classroom Instructional Criteria

ICEF Public Schools

School _____
Teacher _____
Course _____
Grade ____
Date _____

Classroom Instructional Quality Criteria

Target Goals	Observation Data	Evaluation				
		Not Observed /Implemented	Novice Implementation	Basic Implementation	Effective Implementation	Exemplary, Consistent Implementation
		1	2	3	4	5
The Teaching Design	Amazing college-going culture both subtle and overt. Other elements used across most, but not all classes.	☐	☐	☐	☒	☐
1. Utilizes the ICEF Essential Elements: UbD, Socratic Seminars, ICEF Writing Program, and Study Habits.						
2. Uses a variety of resources. The textbook is only one resource among many.	Every teacher used multiple resources appropriately and well-paced.	☐	☐	☐	☐	☒
The Classroom	Evident in almost every, but not all classrooms.					
3. Standard(s), clear objectives, lesson agenda, and learning activities are clearly visible for students.	Incredibly uniform culture of high expectations, positive culture, and clearly a focus of the school.	☐	☐	☐	☒	☐
4. Has high expectations and incentives for all students to achieve the expected performance.	Student work is sporadic. That which is posted	☐	☐	☐	☐	☒
5. Has a culture that treats students and their ideas with dignity and respect.	should be used as part of the instructional process	☐	☐	☐	☐	☒
6. Has samples of recent, high-quality student work on display.	with rubrics and criteria charts posted.	☐	☐	☒	☐	☐
The Teacher	Definitely teaching to the top 25%, but little evidence of differentiation for bottom 25%.					
7. Uses a variety of strategies that match the expected level of rigor and relevance and differentiates for the learning styles of students.		☐	☐	☐	☒	☐
8. Facilitates students' active construction of meaning rather than simply telling.	Done in every class with differing levels of success.	☐	☐	☐	☒	☐
9. Effectively uses questioning, coaching, and feedback to stimulate student reflection.	All teachings used probing and metacognitive questions to further student understanding.	☐	☐	☐	☐	☒
10. Uses active participation strategies as ongoing assessments to check for student learning and misconceptions along the way.	Active participation was prevalent, but used more for instructional purposes than assessment.	☐	☐	☐	☒	☐
The Students	The students truly act beyond their age. Their responses and self-awareness are above and					
11. Can explain goals of the lesson or unit, what they are doing and why (i.e. how today's work relates to the larger unit or course).		☐	☐	☐	☐	☒
12. Are engaged in activities that help them apply what they have learned.	beyond what we have seen at some high schools	☐	☐	☐	☐	☒
13. Demonstrate that they are learning the background knowledge and skills that support the student performance and essential questions.	and clearly show all levels of Bloom's Taxonomy. This is a testament to the hard work	☐	☐	☐	☐	☒
14. Have opportunities to generate relevant questions.	of the staff.	☐	☐	☐	☐	☒
15. Are able to explain and justify their work and their answers.		☐	☐	☐	☐	☒

ICEF Public Schools

ATTACHMENT XII

Letters of Support

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Mike Piscal
Chief Executive Officer
ICEF Public Schools
5150 W. Goldleaf Circle
Los Angeles, CA 90056

1-10-2010

Teach For America-Los Angeles is pleased to partner with ICEF Public Schools in their Public School Choice application as they prepare all students to attend and compete academically at the top colleges and universities in the nation. Providing rigorous, relevant educational opportunities, grounded in relationships among staff, teachers, students, parents and community members, ICEF strives to prepare every student for success in the top 100 universities around the nation.

To this end Teach For America- Los Angeles has elected to partner with ICEF to support its application under the LAUSD Public School Choice Process. In particular we will support the recruitment of a highly effective teaching force that demonstrates a diversity of skill sets, background and experiences, who are trained in culturally relevant and responsive pedagogy, and who will use data in a collaborative manner to target supports for students and adults. Teach For America corps members in the schools ICEF operates will positively contribute to establishing a culture of continuous improvement and accountability for student learning.

As an organization Teach For America-Los Angeles has been recruiting, and developing talented teachers and school leaders who are knowledgeable and passionate about education for all students in Los Angeles, for nearly 20 years. During this period of time we have recruited more than 1,200 teachers to Los Angeles. These talented individuals have gone on to become leaders in our community, including six elected officials and 42 high performing school leaders.

Across the nation, we have trained and supported almost twenty thousand teachers in communities and schools where the achievement gap is most pronounced. Our teachers have worked with nearly 3 million children living at or near the poverty line, the vast majority of whom are African American or Latino/Hispanic students who are performing well below their peers in higher-income neighborhoods.

For two decades, Teach For America has been learning about what distinguishes highly effective teachers in low-income communities. We frequently observe teachers in person and on video to gather qualitative evidence of their actions in and around the classroom. We interview them and facilitate reflection about their processes, purposes, and beliefs. We review teachers' planning materials, assessments, and student work. We survey teachers in our program at least four times a year about what training and support structures are most influential in their teaching practice. These findings are then incorporated into our teacher development model.

After individuals join Teach For America's corps, we focus our efforts on training them to be highly successful beginning teachers. Our model of teacher preparation, support, and development

revolves around five key drivers of new teacher learning and performance. At the center of our model is experiential learning, or what teachers learn first-hand from their classroom experiences and from the progress their students make. Experiential learning includes using data on student achievement to drive reflection and feedback. This helps corps members analyze the relationship between their actions and student outcomes. In addition, we ensure corps members have a foundation of core knowledge in instructional planning and delivery, classroom management and culture, content and pedagogy, learning theory, and other areas. We provide support tools such as student learning assessments, lesson plans, and sample letters to parents. We give corps members the opportunity to learn from the examples of other excellent teachers, both live and virtual. Finally, we facilitate a community of shared purpose, values, and support, fostering connections among corps members so they can take risks, ask for help, experiment, learn from colleagues, and sustain themselves, both physically and emotionally.

Our corps members are committed to ensuring that they are employing instructional strategies to meet the needs of all learners. As part of their independent work, corps members read a set of textbooks that Teach For America has developed, conduct observations of experienced teachers, and complete written and reflective exercises. This includes *Diversity, Community, and Achievement*, which examines diversity related issues new teachers may encounter, particularly in the context of race, class, and the achievement gap, and *Learning Theory* which focuses on learner-driven instructional planning. It considers how students' cognitive development and individual learning profiles should help inform corps embers' instructional and classroom management decisions.

In addition to providing a comprehensive text and curriculum sessions on Diversity, Community and Achievement during the summer training institute, Teach For America provides incoming corps members with an overview of the diversity and history of communities in which they serve through panels with local community leaders, recommend readings, and small group discussions during regional orientation. Moreover, we build partnerships with organizations such as Sponsorship for Educational Opportunities (SEO), United Negro College Fund (UNCF), The National Council of La Raza, National Black and Hispanic MBA Associations, National Urban League, and have launched a number of broad diversity and inclusiveness initiatives to raise awareness in communities of color.

Our teachers set big goals that are ambitious, measurable, and meaningful for their students. They invest students and their families through a variety of strategies to work hard to reach those ambitious goals. They plan purposefully by focusing on where students are headed, how success will be defined, and what path to students' growth is most efficient. Our teachers execute effectively by monitoring progress and adjusting course to ensure that every action contributes to student learning. Teach For America corps members continuously increase their effectiveness by reflecting critically on their progress, identifying root causes of problems, and implementing solutions. Finally, they work relentlessly in light of their conviction that they have the power to work past obstacles for student learning.

606 South Olive Street, Ste 300 • Los Angeles, CA 90014 • P 213 489-9272 F 213 489-9383 •
www.teachforamerica.org

Additionally, each corps member is supported by a Program Director for the duration of their two year commitment. Program directors hold teachers accountable for producing data driven results within their classroom and facilitate co-investigation of teacher effectiveness. In, 2008 more than two-thirds of our first and second-year corps members generated 18 months of learning in a 10 month period of time.

National research has also borne out our impact. Independent studies have demonstrated the added value of Teach For America corps members. For example, one study analyzing student exam data from 2000 through 2006, found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas, and especially in math and science. That was true even when Teach For America teachers were compared with experienced and fully certified teachers. These findings were confirmed in a 2009 update of the study, which employed a larger sample of corps members and additional comparison groups. In all cases, the positive impact of having a Teach For America teacher was two or three times that of having a teacher with three or more years of experience. Research on Teach For America corps members teaching in LAUSD has substantiated this impact, finding that TFA teachers produce statistically significant gains for students when compared to non-TFA teachers regardless of years of experience.

As part of our community partnership with ICEF, we are committed to providing corps members to support ICEF's efforts to build a diverse staff. We are proud to have 40 current corps members teaching in various ICEF schools. Additionally, there are currently 18 alumni within ICEF schools, many of them in school leadership positions. As a partner with ICEF we look forward to expanding our presence within the schools they apply to operate, serving as a pipeline for a diverse and effective teaching staff.

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www.teachforamerica.org

Mount Moriah Baptist Church of Los Angeles, Inc.
"Strength and Beauty Are In His Sanctuary"
Reverend Melvin V. Wade, Sr., Senior Minister
4269 South Figueroa Street, Los Angeles, California 90037, (323) 846-1950 Fax: (323) 846-1964
www.mtmoriahla.org

Friday, January 08, 2010

To Whom It May Concern,

My name is Melvin V. Wade Sr. I am the Senior Pastor of the Mt. Moriah B.C., at 4269 S. Figueroa St. in Los Angeles. I have served this parish for almost thirty-five years.

In these almost thirty-five years, I have had an opportunity to behold the dynamics and the transitions that have taken place, not only in our church, but in our community. One thing that I have observed, and that is the educational system.

I have taken note the positive impact that the ICEF public schools have had on the education of our children, and in particular, the underprivileged. Presently, I have ten of the children of our church plus my granddaughter enrolled in the ICEF system. I have noticed that their grades have become better. I have witnessed the personal commitment of the teachers to their students. I have had the opportunity to see them challenge their students to achieve academic excellence. They provide the kind of ambience that students need to learn. Also, there is a Bible passage that says "Iron sharpens Iron." I mention that because the ICEF system exposes its students to those who have already achieved academic excellence.

As a result, I am asking for your support for the continuance of the ICEF public school system. If there is the need for further questions or the need to speak with me, you may feel free to call me at (323)-293-2761.

Yours Sincerely,
Dr. Melvin V. Wade Sr.
Dr. M.V. Wade, Sr.

CHAMPIONS
Adventure, After School and Sports Programs

January 8, 2010

To Whom It May Concern,

It is with unfettered enthusiasm that I support the ICEF Public Schools application to operate South Region Middle School #6 (also referred to as Barack Obama Global Learning Academy) under the Public School Choice resolution.

It has been personally rewarding and professionally enriching to work with the ICEF schools during my involvement with them over the past six years. I have witnessed unique and effective methods designed to provide enriching educational environments that prepare students for successful matriculation into high school and college while simultaneously providing those tools requisite for success as positive contributors to the community as a whole.

An example of this creative curriculum is the offering of outdoor education programs that introduce students to rock-climbing, mountain biking, kayaking, hiking, and professionally facilitated teambuilding events. The inclusion of adventure based programming at ICEF schools reflects an appreciation for developing the student *and* person by providing dynamic experiential education where valuable life lessons are garnered.

The growth of the ICEF "family" to 15 schools is a reflection of the indefatigable dedication from teachers and administration, partnerships with community organizations, parental support, and the students themselves whose success can be partially measured in increased test scores and improved API performance. But perhaps more telling than the educational measurements of success are the wide number of students who I have grown to admire for their compassion, zeal for learning, respect of others, and so many other characteristics which emulate examples by the venerable adults involved in their lives.

If allowed to operate South Region Middle School #6, ICEF will continue providing to generations of students invaluable educational opportunities while reinforcing the values needed for them proudly represent the care and attention invested into their education.

Sincerely,

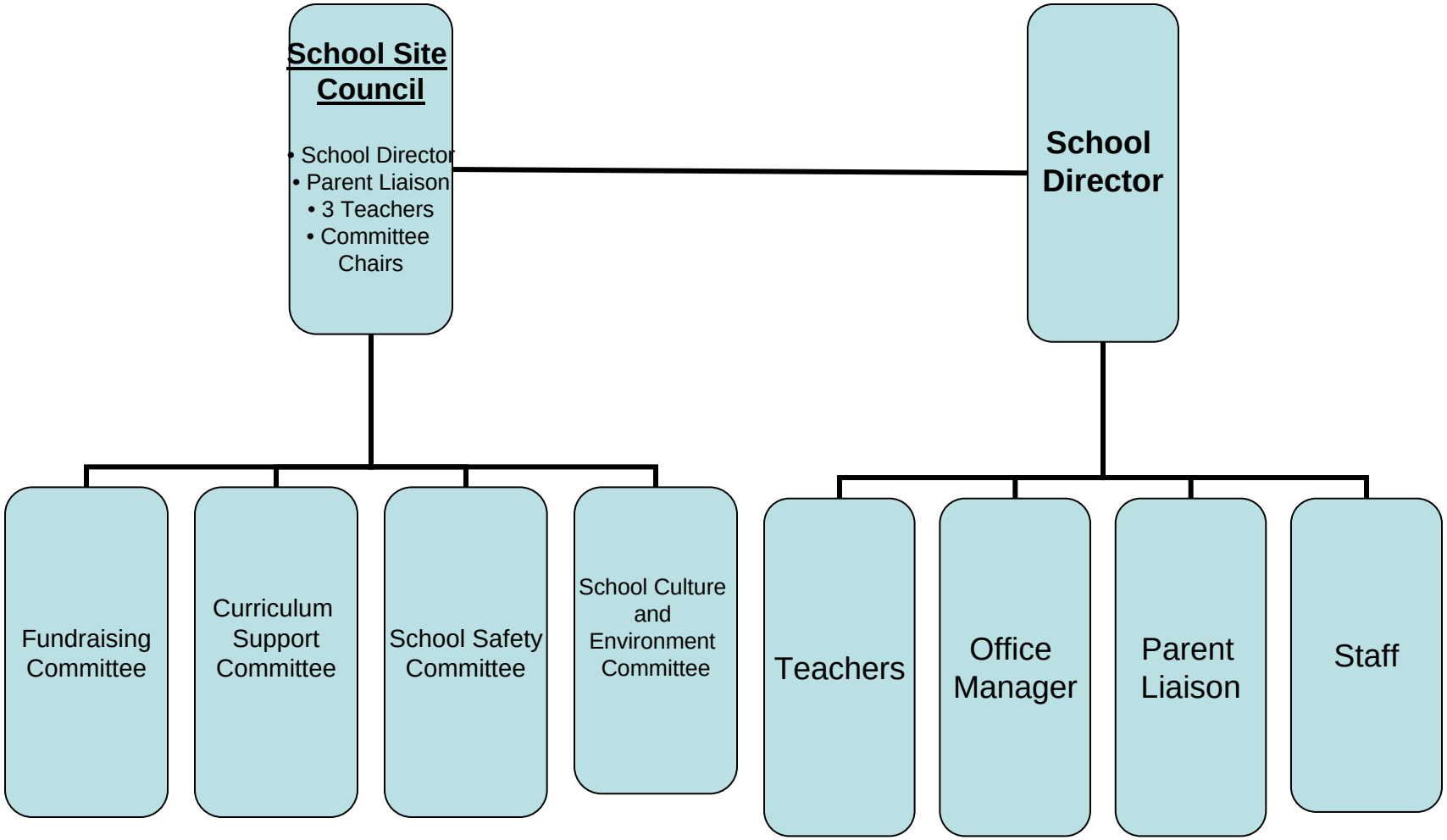
Peter D. Leslie
Executive Director of Adventure & Physical Education
CHAMPIONS: Adventure, After School, & Sports Programs
413 N. Oak Street, Inglewood, CA, 90302
www.championsusa.com
ph: 310-671-4400 ext. 24
fx: 310-671-4499

ICEF Public Schools

ATTACHMENT XIII

School Organizational Chart

ICEF Public Schools
School Organization



ICEF Public Schools

ATTACHMENT XIV

ICEF Management Team

ICEF Public Schools

ICEF Management Team

Michael Piscal, Founder & CEO, has over 18 years experience as an educator and has managed ICEF through several critical growth phases during the last 10 years. Widely recognized for his success in serving South Los Angeles youth, Mike received an American Hero Award from Charles Gibson and Diane Sawyer on Good Morning America. In 2005, Mike received an honorary Ph.D. in Humanities from his Alma Mater, Wake Forest University. Mike has also been actively involved in the charter school movement. Mike was elected and re-elected by his peers in Los Angeles to represent them on the California Charter School Association Member Council from 2003-2006. Mike was also appointed by the California State Board of Education to the State Board's Advisory Commission on Charter Schools. In recognition of his service to his students and the movement at large, Mike was named the 2005 Charter School Leader of the Year, which was awarded by the California Charters Schools Association. Most recently, Mike was awarded the "Recycling Black Dollars" award for Educators for his leadership in directing millions of dollars a year to black-owned businesses in Los Angeles.

Corri Tate Ravare, President, was previously a Field Deputy for Board of Education Member Genethia Hudley Hayes. Prior to working for Board Member Hayes, Corri worked for the Los Angeles Unified School District including a stint in the Office of School Reform; the division charged with granting charter petitions. At ICEF since 2003, Corri has played several different leadership roles: including the role of owner representative on ICEF's first major construction project, a $10.2 million partnership with Pacific Charter School Development Corporation to build the View Park Prep Middle and High Schools; leading ICEF's efforts to gain approval of eleven charter petitions and two renewals; advising the CEO and the Board on many policy issues. Corri acts as ICEF's Chief Communication Officer. Corri received the prestigious John Gardner Public Service Fellowship in 1994. She graduated with honors from the University of California at Berkeley with a B.A. in English and a minor in African-American Studies.

Rob Schwartz, Chief Administrative Officer, leads instructional practice at all ICEF Public Schools. Rob was the founding principal of View Park Prep High School from 2003 to 2007. Under Rob's leadership, View Park Prep achieved the highest ranking for educating African American students in the state of California in 2005 and the 8th highest API Score (774) in Los Angeles. Under Rob's leadership as the lead science teacher at View Park Prep Middle School from 2001-2003, View Park Prep Middle School twice won first place in the Los Angeles Science Fair. Rob was a Teach for America Corp member for two years at Stevenson Middle School in East Los Angeles where he rose to become Chair of the Science Department for another year. He expects to receive his Ed.D from University of Southern California in 2009.

Steven D. Tolbert, Chief Financial Officer serves ICEF's 15 schools and home office managing banking, finance and accounting activities that include, budget development and management, financial reporting and policy and vendor relations among other duties. Steve comes to ICEF after serving as the Chief Financial Officer of Campbell Hall (Episcopal), an independent, K-12 college preparatory school located in North Hollywood, where he managed the school's operating and capital budgets, as well as its endowment and reserve funds. Steve managed all finance and accounting activities, as well as, payroll and benefits, books and supplies, facilities, and the student store. Steve served on Campbell Hall's Board of Directors and on other Board Committees of the school. Prior to his career in school operations management, Steve spent almost 20 years in the investment industry sourcing, structuring and executing investment transactions, and managing portfolio companies in addition to fundraising for and managing private equity investment partnerships. Steven received a Bachelor's degree in Mathematics from Morehouse College and a MBA with Specialization in Finance from the University of Chicago Graduate School of Business.

Nicole J. Scott, Senior Vice President of Human Resources and In House Counsel for ICEF Public Schools. Ms. Scott is responsible for the management and strategic planning of the Human Resources Department at ICEF Public Schools. Furthermore, she serves as In House Counsel to the foundation. Before joining ICEF's management team, Nicole was a litigation associate with The Cochran Firm in Los Angeles. She was the last attorney to be hired and trained by the late attorney Johnnie L. Cochran, Jr. Prior to practicing with The Cochran Firm, Ms. Scott worked for the Law Offices of Gary, Williams, Finney, Lewis, Watson & Sperando, P.L. in South Florida. Nicole graduated magna cum laude from Spelman College in 2000 with a B.A. in English Literature & Language. Ms. Scott acquired her Juris Doctor from the University of California Berkeley School of Law (Boalt Hall) in 2003. Ms. Scott also taught English as well as law classes to high school students while she was in law school.

ICEF Public Schools

ATTACHMENT XV

Job Descriptions

Attachment XV – Job Descriptions

ICEF Public Schools

PRINCIPAL JOB DESCRIPTION

A. Job Purpose:

Serves as the instructional leader and the chief administrator of an ICEF school; incumbent is responsible for the direction of the instructional program, supervisor of faculty and the operation of the school site.

B. Responsible to:

Chief Academic Officer
Head of Schools

C. Supervise:

Assistant Principal
Certificated and classified personnel

D. Functions:

Essential Functions

1. Serves as a resource for and liaison to, the stakeholders of their ICEF school campus.
2. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population.
3. Provides leadership for, and facilitates collaboration with, all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
4. Oversees school budget and is responsible for the monitoring of expenditures of all school funds in accordance with ICEF and applicable state and federal laws.
5. Counsels students, recommends and implements student disciplinary actions in accordance with the school's charter, Education Code, and the school's student responsibility code.
6. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
7. Maintains positive public relations and outreach contacts with parents and community groups.
8. Provides effective professional development and training for all stakeholders to improve student achievement.
9. Evaluates the performance of certificated and classified personnel assigned to the school site.
10. Performs other duties as assigned.

E. Qualifications

Education:

1. An earned BA or BS from an accredited college or university.
2. CA Teaching Credential preferred.
3. MA, MBA, Ed.D., Ph.D., or JD preferred.

Experience

Required:

1. At least 4-5 years of full-time teaching experience.
2. At least 2 years of administrative experience.

Knowledge, Skills, Abilities, and Personal Characteristics:

1. Ability and integrity in dealing with confidential matters.
2. Ability to provide administrative leadership at the executive level including decision-making, problem-solving, and delegation of authority.
3. Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups.
4. Commitment to standards of assessment and accountability as specified by ICEF Public Schools
5. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
6. Leadership skills in facilitating group processes, including consensus building and conflict resolution.
7. Ability to observe, evaluate, and utilize subordinates effectively.
8. Knowledge of effective administrative and managerial practices and the ability to implement them.
9. Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the fields of education.
10. Knowledge of staff development and in-service resources and the ability to implement them.
11. Knowledge of ICEF curriculum, ICEF instructional objective, and best instructional methods and strategies.
12. Knowledge of federal, state, and local policies, rules, laws, regulations, and legislation pertaining to education.
13. Ability to make formal, public presentations.
14. Knowledge of, and skill in, budget preparation and control.
15. Ability to communicate effectively with students, supervisors, peers, teachers, other ICEF personnel, parents, community representatives, and other stakeholders, both individually and as a group.
16. Ability to compose and comprehend written communication.
17. Ability to effectively utilize computer technologies, such as email and word processing programs.
18. Ability to cope with crisis situations and the need to make immediate decisions.
19. Ability to cope with high volume work and multiple tasks.
20. Ability to travel to other sites/locations.

ASSISTANT PRINCIPAL
JOB DESCRIPTION

I. DESCRIPTION OF POSITION

Under the general supervision of the school principal, the school assistant-principal assists in the administration of a comprehensive middle school, administers delegated functions which may include development of a master class schedule, evaluates and supervises the school curriculum and instructional program, coordinates and supervises student activities and assists in developing the school budget.

II. MAJOR DUTIES AND RESPONSIBILITIES

A. Assists the principal in administering and coordinating the total school program within the district's policies.
B. May coordinate the planning, development and implementation of the master class schedule.
C. Assists in the selection, supervision and performance evaluation of certificated and classified personnel.
D. Evaluates and makes recommendations for the procurement of materials, supplies and equipment.
E. Assists in the development and implementation of communication systems to articulate school programs to the community and interested groups.
F. May coordinate Department Chair meetings, in-service training programs and preparation of the course description handbook and course selection list.
G. Assists in maintaining a proper school environment for students and employees.
H. May coordinate the activity program and serve as administrative advisor to student government, councils and all class officers.
I. Is responsible for coordinating, supervising and assigning faculty supervision for all out-of-class events.
J. May serve as chairperson for publication and distribution of the Student Handbook.
K. May direct the coordination of seminars, workshops, club activities, and adult support group activities.
L. Serves as liaison to community service organizations, including councils and boards.
M. May coordinate school drives such as Associated Student Body (ASB) sales, charities and yearbook sales.
N. Coordinates all schedules for home-to-school athletic transportation.
O. Supervises the verification of eligibility for all students in athletic and other activities.
P. Maintains a master calendar for the high school.
Q. Coordinates the preparation and issuance of I.D. cards for all incoming students.
R. Follows a planned professional growth program, participates actively in local, state and national professional education and administrator associations, and studies local, state and national guidelines for effective school administration services.
S. Represents the principal and fulfills other duties as assigned.

III. EDUCATION AND EXPERIENCE

A. Possession of a valid California preliminary or professional clear multiple or single subject teaching credential authorizing service as an elementary or secondary teacher preferred.
A. Possession and maintenance of a valid California administrative credential authorizing service as a middle school assistant-principal preferred.
B. Master's Degree from an accredited institution of higher learning, preferably in secondary education or administration or a closely related field preferred.
C. Three or more years of successful teaching experience.
D. Three or more years of successful administrative experience.
E. CPR/First Aid Certificate, to be renewed as required to stay current.
F. Bilingual ability desirable.

IV. KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:
A. Administration of a comprehensive middle school.
B. District organization, operations, policies and objectives.
C. Current applicable laws, regulations, codes, policies and procedures.
D. Interpersonal skills, conflict resolution strategies and procedures and team management building methods and techniques.

Ability to:
A. Interpret, apply and explain rules, regulations, policies and procedures.
B. Analyze situations accurately and adopt an effective course of action.
C. Work cooperatively and effectively with counselors, teachers and administrators.
D. Prepare comprehensive narrative and statistical reports.
E. Supervise the performance of assigned staff.
F. Meet schedules and timelines.
G. Work independently with minimal direction.
H. Plan and organize work.
I. Demonstrate effective communication skills both orally and in writing.
J. Use a computer.

V. WORKING CONDITIONS

Environment:
School site.
Physical abilities:
Hearing and speaking to exchange information and make presentations.

Dean of Students
Job Description

I. DESCRIPTION OF POSITION

Under the supervision of the school Principal or designee, the Dean of Students will assist in the resolution of non-academic problems which interfere with students receiving the maximum benefit from the school's educational programs; assist in protecting the health and welfare of students; establish a student personnel program to assist students relative to educational and personal-social activities; and plan and administer a program of effective student discipline.

II. MAJOR DUTIES AND RESPONSIBILITIES

A. Oversees student discipline program.
B. Works with students and the school community to create a safe and supportive academic culture.
C. Reviews and implements discipline policies.
D. Makes recommendations for specific student disciplinary consequences.
E. Monitors system for recording student disciplinary behavior and actions.
F. Participates in the student transfer and placement process.
G. Works with faculty and staff on effective approaches to classroom management.
H. Monitors student attendance and recommends appropriate responses.
I. Coordinates services with law enforcement, government agencies, and community-based organizations on implementation of student support services.
J. Participates in the coordination and implementation of social skills training, character building and family strengthening programs, and collects and analyzes data to determine their effectiveness.
K. Assists in the planning and implementation of safe school and violence prevention strategies and programs to ensure a safe and secure campus.
L. Participates in district-wide and site-based meetings and professional development activities.
M. Follows a planned professional growth program, participates actively in local, state and national professional education and counselor associations, and studies local, state and national guidelines for effective counseling services.
N. Performs other duties as assigned.

III. EDUCATION AND EXPERIENCE

A. Possession of a valid Administrative credential or enrollment in an accredited administrative credential program preferred.
B. Master's Degree from an accredited institution of higher learning, preferably in counseling, psychology or administration, or a closely related field preferred.
C. Three or more years of successful teaching or counseling experience in a multicultural environment.
D. Successful experience in a responsible administrative position preferred.
E. Successful experience as a counselor or head counselor desirable.
F. Bilingual ability desirable (Spanish preferred).

IV. KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

A. Principles, methods, techniques, strategies and trends in educational, vocational, career, social and emotional adjustment counseling.
B. Social, emotional and behavioral characteristics of adolescent and pre-adolescent students.
C. District organization, operations, policies and objectives.

D. Current applicable laws, regulations, codes, policies and procedures.
E. Interpersonal skills, conflict resolution strategies and procedures and team management building methods and techniques.

Ability to:

A. Interpret, apply and explain rules, regulations, policies and procedures.
B. Analyze situations accurately and adopt an effective course of action.
C. Work cooperatively and effectively with students, parents, teachers and administrators.
D. Prepare comprehensive narrative and statistical reports.
E. Meet schedules and timelines.
F. Work independently with minimal direction.
G. Plan and organize work.
H. Demonstrate effective communication skills both orally and in writing.
I. Use a computer.

School Office Manager Job Description

Basic Function:
The School Office Manager supports the Principal by performing complex, specialized clerical activities to manage the school office. He/She prepares and maintains data, files and records; reviews and verifies the accuracy and completeness of various student documents and data; maintains students and attendance information systems; distributes mail; answers phones and responds inquiries. The School Office Manager is a fulltime, salaried non- exempt, year round position reporting to the principal and the Director of school site operations.

Representative Duties:

- Manages all aspects of attendance and student records (sets up and maintains student database and attendance records)
- Demonstrates good understanding of confidentiality when typing confidential documents and maintaining files (such as school personnel, evaluations, and other confidential correspondence)
- Maintains a calendar for the principal and school
- Handles schedules and juggles multiple priorities and tasks
- Screens principal's mail and responds to all mail which can be handled in a clerical level
- Prepares and processes principal's correspondence, including handling dictation, typing, filing and other communications and record keeping processes
- Coordinates and/or handles distribution of correspondence
- Proofreads reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents
- Duplicates and distributes a variety of records, reports and other materials as directed
- Takes incoming calls and makes necessary outgoing calls, receives visitors and parents, answers questions or direct to appropriate resource
- Facilitates communication among staff, students district personnel and other as required
- Maintains inventory of office and schools supplies: Requisitions, receives and distributed materials and supplies according to established procedures.
- Manages substitute teacher process
- Demonstrates knowledge of and support for the school mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.
- Perform related duties assigned

Essential Qualifications:
- AA degree or equivalent work experience
- Five year experience in fast-paced administrative support position, experience in a school front office preferable
- Proficiency with Microsoft Office
- Efficient office management capacity
- Gracious receptionist and telephone techniques and etiquette
- Effective communicate both orally and in writing using correct English usage, grammar, spelling, punctuation and vocabulary
- Professional attitude and appearance to meet school standards
- Ability to perform complex, specialized clerical work involving independent judgment and requiring speed and accuracy
- Establish and maintain cooperative and effective working relationships with others
- Make mathematical computations quickly and accurately
- Meet schedules and time lines
- Interpersonal skills using tact, patience and courtesy

- Ability to work effectively with constant interruptions
- Physical ability to operate a computer and office equipment
- Physical ability to lift light objects, kneel, bend and reach overhead
  May be required to administer first aid to students

Job Description
PARENT LIAISON
Revised May 2009

Reports directly to the Director

The Parent Liaison will:

1. Understand the content of the Accelerated Schools materials in order to carry out responsibilities necessary for the transformation into an accelerated school.

2. Ensure that the Accelerated Schools process is a priority and help protect the school from demands that interfere with this focus.

3. Collaborate with the principal to plan, facilitate and troubleshoot for successful implementation of ASP on the school site.

4. Maintain regular communication about the progress of the school with the West Coast Provider Center and external coach by telephone, fax or email and by sending documentation including but not limited to agendas, minutes, the AS plus school assessment (TRACES) and the school data portfolio.

5. Facilitating reflection and evaluation of ASP by the school, AS plus, AS plus Center and state agencies as required.

6. Attend and facilitate cadre, steering committee, School-As-A-Whole, any parent and grade level meetings, as well as district level meetings that may pertain to the implementation of the project.

7. Act as a source of inspiration, encouragement and support to staff, parents, students, and administration throughout the school improvement process.

8. Provide training, modeling, coaching and guidance in the implementation of the Inquiry process to staff, administration, parents and students.

9. Attend all trainings offered for coordinators by the National Center of Accelerated Schools Plus including network meetings, the regional conference or national conference and the Leadership training. Attend any other conferences as requested by ICEF.

10. Uphold the integrity of the Accelerated Schools model including process and philosophy by making sure that each step is fully implemented with input of all school stakeholders.

11. Be a part of the campus leadership team (i.e. Director, lead teachers, etc.)

12. Work with grade level position holders in maintaining the integrity of ASP process.

13. Provide parent volunteers with opportunities to actively participate in the life of the school.

14. Maintain documentation of commitment hours.

15. Work in collaboration with office manager in maintaining calendar.

16. Required to attend all Parent Liaison and weekly staff meetings.

17. Act as liaison and mediator between staff, administration, and parents. Troubleshoot.

18. Provide parent education training and scheduling.

19. Knowledgeable of all campus activities and the activities of other campuses that have a direct impact on your school site.

20. Participate in the enrollment process (i.e. open house, lottery, orientation, trainings, registration etc).

21. Assist and support Directors and faculty as needed.

22. Oversee the integrity of all activities involving monetary transactions (i.e. field trips, fundraisers, etc.).

23. Responsible for the collection of funds, preparing deposits and maintenance of financial records not limited to: Schedule of Giving, Ticket and Athletic Gate Sales etc…

24. Maintain campus calendar and use of campus facilities.

25. Oversee all fieldtrips.

26. Work with all Grade Level Officers.

27. Assist with Theatrical Productions.

28. Assist Parent Liaisons as necessary.

29. Assist in the "Families That Can Organization" (mobilizing stakeholders, educating parents and staff on school issues, calling/faxing officials, and engage in discussions regarding bills that effect Charter Schools with State Legislatures.

30. Proficient in Microsoft Office and Excel.

ICEF Public Schools

ATTACHMENT XVI

Operations Plan

ATTACHMENT XVI – OPERATIONS PLAN

ICEF Public Schools

ICEF Public Schools
OPERATIONS START-UP PLAN

	Facilities	Transportation	Payroll	Security	Food Serv.
Feb	- Identify project team - Develop facility plan - Analyze/document ICEF requirements - Set target dates				
Mar	- Needs assessment				
Apr	- Prepare budget for items to be purchased				
May			- Preliminary discussion with HR		
Jun			- Employee data collected for payroll database		
July	- Determine/obtain required permits	- Transportation needs assessment	- Create consolidated report of payroll data		- Recruitment of food service workers
Aug	- Create contingency plan - Learn bldg. operation - Install FF&E - Manage move in	- Identify potential providers - Send RFQs - Select provider(s)	- Retire program appointment report - Projection of payroll - Budget cross- check	- Facility walk through/assessment -Neighborhood assessment	- Free and reduced info collection
Sept	- Manage school opening - Punch list/correction		- Check distribution and accuracy analysis		

11F OPERATIONS PLAN

Service	Description	Service Standard	Estimated Costs
Student information system	Power school, attendance, grade reporting, master scheduling, hosting/servers, tech support, student info systems, demographics	24/7 availability, 2 hour response time.	$25/pupil
Special Ed Management	Wellingent Special Education IEFP and services tracking. Student health management system and Medi-Cal billing.	Availability 24/7 Responsiveness: M-F, 6:00am-6:00pm, 2 hr response	$2.12/pupil
Intrusion alarm monitoring and support	Maintenance of site systems that support asset protection for classrooms and offices.	24/7 availability Responsiveness: M-F next business day unless system is down then immediate	$50/mo to monitor per bldg (approx. 400 students) + $5000/year (repairs)
Special education transportation	Chanda Smith Consent Decree	Frequency: Daily	Dependent on distance/students
Security	Security services based on the specific needs of the school site	Dedicated school safety officer (if deemed necessary)	$30,000/yr unarmed $60,000/yr armed

ICEF Public Schools

ATTACHMENT XVII

Financial Model

	Five Year Budget		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5
	ICEF LA Elementary School #7	-	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA
				95%		95%		95%		95%		95%
1	Grades K-3		198	188.1	264	250.8	264	250.8	264	250.8	264	250.8
2	Grades 4-6		0	0.0	0	0.0	84	79.8	168	159.6	168	159.6
3	Grades 7-8		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	Grades 9-12		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Average Daily Attendance (ADA)		**198**	**188.1**	**264**	**250.8**	**348**	**330.6**	**432**	**410.4**	**432**	**410.4**
4	Percentage of Free and Reduced Students	70%	139	131.7	185	175.6	244	231.4	302	287.3	302	287.3
7	Percentage of Econ Disadvantaged	20%	40	0.0	53	50.2	70	66.1	86	82.1	86	82.1
5	Percentage of ELL/LEP students	10%	20	18.8	26	25.1	35	33.1	43	41.0	43	41.0
	TTL Compensatory Education	**100%**	**59**	**19**	**79**	**75**	**104**	**99**	**130**	**123**	**130**	**123**
Number of Teachers		22	9	9.0	12	12.0	15	15.0	18	18.0	18	18.0
	Subsitute Rate	5%										
0			0									
Revenue			0									
	Cola on Expenses - Minimum	1.02										
	Revenue Limit Sources											
8011	Principal Appor. For K-3	$ 4,778.00	898,742	4,778.0	1,222,289	4,873.6	1,271,300	5,069.0	1,309,439	5,221.0	1,348,722	5,377.7
8011	Principal Appor. For 4-6	$ 4,855.00	0	0.0	0	0.0	411,023	5,150.7	822,047	5,150.7	822,047	5,150.7
8011	Principal Appor. For 7-8	$ 5,003.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8011	Principal Appor. For 9-12	$ 5,845.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8011	Portion funded by School District	(1,202)	(226,096)	-1,202.0	(301,462)	-1,202.0	(397,381)	-1,202.0	(493,301)	-1,202.0	(493,301)	-1,202.0
TTL Revenue Limit Sources			672,646	3,576.0	920,827	3,671.6	1,284,942	3,886.7	1,638,185	3,991.7	1,677,468	4,087.4
	Federal Revenue											
8290	NCLB	300	17,820	94.7	23,760	94.7	31,320	94.7	38,880	94.7	38,880	94.7
8220	Child Nutrition Program	365	50,589	268.9	67,452	268.9	88,914	268.9	110,376	268.9	110,376	268.9
8290	Other Federal Income-(Incl.CDE Grant)	-	300,000	1,594.9	350,000	1,395.5	0	0.0	0	0.0	0	0.0
TTL Federal Income			368,409	1,958.6	441,212	1,759.2	120,234	363.7	149,256	363.7	149,256	363.7
	Other State Revenue											
8321	Special Ed. Master Plan Current Year	$ 525.00	98,753	525.0	131,670	525.0	173,565	525.0	215,460	525.0	215,460	525.0
8434	Class Size Reduction K-3	$ -	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8560	State Lottery Income	$ 131.00	0	0.0	32,855	131.0	43,309	131.0	53,762	131.0	53,762	131.0
8584	In lieu of Economic Impact Aid	$ 318.00	18,889	100.4	25,186	100.4	33,199	100.4	41,213	100.4	41,213	100.4
8584	Block Grant K-3	$ 400.00	75,240	400.0	100,320	400.0	100,320	400.0	100,320	244.4	100,320	244.4
8584	Block Grant 4-6	$ 400.00	0	0.0	0	0.0	31,920	400.0	63,840	155.6	63,840	155.6
8584	Block Grant 7-8	$ 400.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8584	Block Grant 9-12	$ 400.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8590	Other State Revenues - SB740 Facilities Reimbursement	-	56,250	299.0	57,938	231.0	59,676	180.5	60,869	148.3	62,087	151.3
TTL Other State Revenue			249,132	1,324.5	347,968	1,387.4	441,988	1,336.9	535,464	1,304.7	536,682	1,307.7

Five Year Budget		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5
ICEF LA Elementary School #7	-	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA
			95%		95%		95%		95%		95%
Other Local Revenue											
8660 Interest	-	500	2.7	500	2.0	500	1.5	500	1.2	500	1.2
8790 From Districts - In Lieu of Property Taxes	1,202	226,096	1,202.0	301,462	1,202.0	397,381	1,202.0	493,301	1,202.0	493,301	1,202.0
8700 Other - Grants Walton and PCSGP		250,000	1,329.1	0	0.0	0	0.0	0	0.0	0	0.0
8700 Other - Fundraising	500	94,000	499.7	125,000	498.4	166,000	502.1	205,000	499.5	205,000	499.5
8700 Revolving Loan	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TTL Other Local Revenues		570,596	3,033.5	426,962	1,702.4	563,881	1,705.6	698,801	1,702.7	698,801	1,702.7
TOTAL REVENUE		**1,860,783**	**9,892.5**	**2,136,969**	**8,520.6**	**2,411,046**	**7,292.9**	**3,021,706**	**7,362.8**	**3,062,207**	**7,461.5**
Expenditures											
Certified Salaries											
1100 Teachers' Salaries	$ 55,000	495,000	2,631.6	678,150	2,703.9	873,028	2,640.7	1,072,568	2,613.5	1,104,745	2,691.9
1100 Substitute Teachers' Salaries	200	16,200	86.1	22,248	88.7	28,477	86.1	34,894	85.0	35,941	87.6
1200 School Administrators' Salaries (Principal)	95,000	95,000	505.1	96,900	386.4	98,838	299.0	100,815	245.7	102,831	250.6
1900 Staff Development Supplemental Costs (Special Education)	125	73,500	390.7	78,000	311.0	82,667	250.1	84,320	205.5	86,006	209.6
TTL Certified Salaries		679,700	3,613.5	875,298	3,490.0	1,083,010	3,275.9	1,292,596	3,149.6	1,329,523	3,239.6
Classified Salaries											
2100 Instructional Aides' Salaries	19,000	133,000	707.1	155,990	622.0	179,670	543.5	204,060	497.2	210,182	512.1
2200 Classified Support (1-2 Maintenance; 1 Parent Liaison)	-	70,000	372.1	71,400	284.7	72,828	220.3	104,285	254.1	106,370	259.2
2400 Clerical/Office Salaries: Clerk	40,000	40,000	212.7	40,800	162.7	41,616	125.9	42,448	103.4	43,297	105.5
2900 Other Classified Salaries (Visual Arts and Performing Arts):	-	15,000	79.7	19,313	77.0	24,865	75.2	32,013	78.0	37,920	92.4
TTL Classified Salaries		258,000	1,371.6	287,503	1,146.3	318,979	964.8	382,806	932.8	397,769	969.2
Employee Benefits											
3100 - TTL STRS	8.25%	56,075	298.1	72,212	287.9	89,348	270.3	106,639	259.8	109,686	267.3
3200 - TTL PERS	9.80%	25,284	134.4	28,175	112.3	31,260	94.6	37,515	91.4	38,981	95.0
3308 - TTL Medicare	1.45%	13,597	72.3	16,861	67.2	20,329	61.5	24,293	59.2	25,046	61.0
3309 - TTL OASDI	6.20%	15,996	85.0	17,825	71.1	19,777	59.8	23,734	57.8	24,662	60.1
3400 - TTL Health & Welfare Benefits	6,000	72,000	382.8	99,900	398.3	133,067	402.5	157,684	384.2	160,392	390.8
3500 - TTL Unemployment Insurance	1.40%	7,717	41.0	15,187	60.6	18,471	55.9	22,275	54.3	22,978	56.0
3600 - TTL Workers' Compensation	2.90%	27,193	144.6	33,721	134.5	40,658	123.0	48,587	118.4	50,091	122.1
TTL Employee Benefits	23.23%	217,862	1,158.2	283,882	1,131.9	352,909	1,067.5	420,727	1,025.2	431,836	1,052.2
Books and Supplies											
4100 Textbooks	175	34,650	184.2	15,846	63.2	15,682	47.4	25,696	62.6	25,696	62.6
4200 Curriculum other than Textbooks	50	9,900	52.6	13,200	52.6	17,400	52.6	21,600	52.6	21,600	52.6
4310 Instructional Materials and Supplies	50	9,900	52.6	13,596	54.2	17,922	54.2	22,248	54.2	22,248	54.2
4360 Pupil Assesment	70	13,860	73.7	19,034	75.9	25,091	75.9	31,147	75.9	31,147	75.9
4500 Other Supplies	50	9,900	52.6	13,596	54.2	17,922	54.2	22,248	54.2	22,248	54.2
TTL Books and Supplies		128,799	684.7	142,725	569.1	182,931	553.3	233,316	568.5	233,316	568.5

Five Year Budget		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5
ICEF LA Elementary School #7	-	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA
			95%		95%		95%		95%		95%
Services, Other Operating Expenses											
5100 Services of Instructional Consultants		7,500	39.9	12,000	47.8	18,000	54.4	22,500	54.8	28,125	68.5
5200 Travel and Conferences	-	6,000	31.9	6,120	24.4	6,242	18.9	6,367	15.5	6,495	15.8
5300 Dues and Memberships		4,000	21.3	4,080	16.3	4,162	12.6	4,245	10.3	4,330	10.6
5400 Insurance	-	12,000	63.8	16,000	63.8	18,000	54.4	18,360	44.7	18,727	45.6
5500 Utilities & Housekeeping	100	29,800	158.4	42,228	168.4	50,796	153.6	61,914	150.9	61,914	150.9
5600 Rentals, Leases, and Repairs (equipment)	-	17,500	93.0	18,500	73.8	21,000	63.5	21,420	52.2	21,848	53.2
5600 Rentals, Leases, and Repairs (land& building)	0	75,000	398.7	77,250	308.0	79,568	240.7	81,159	197.8	82,782	201.7
5800 Services (Legal, Audit, Other)	-	15,000	79.7	18,000	71.8	22,000	66.5	22,440	54.7	22,889	55.8
5810 Services of Noninstructional Consultants	0	25,000	132.9	20,000	79.7	15,000	45.4	15,300	37.3	15,606	38.0
5890 Other Services and Operating Expenditures	1.5%	27,912	148.4	32,055	127.8	36,166	109.4	45,326	110.4	45,933	111.9
TTL Services and Other Operating Expenses		219,712	1,168.1	246,233	981.8	270,933	819.5	299,031	728.6	308,649	752.1
Capital Outlay											
6400 Equipment	-	15,000	79.7	5,000	19.9	6,000	18.1	7,000	17.1	8,000	19.5
6500 Equipment / Replacement		0	0.0		0.0		0.0	0	0.0	0	0.0
6900 Other *(Furniture)	-	3,500	18.6	4,500	17.9	5,000	15.1	3,000	7.3	4,000	9.7
TTL Capital Outlay		18,500	98.4	9,500	37.9	11,000	33.3	10,000	24.4	12,000	29.2
Other Outgo											
TTL Other Outgo	5%	0	0.0	106,848	426.0	120,552	364.6	151,085	368.1	153,110	373.1
Direct Support / Indirect Costs											
7131 Special Ed-Excess Cost		15,000	79.7	25,000	99.7	30,000	90.7	35,000	85.3	40,000	97.5
7310 Interest		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7350 District Oversight Fee est.	1.00%	9,929	52.8	13,478	53.7	18,478	55.9	23,369	56.9	23,761	57.9
TTL Direct Support / Indirect Costs		24,929	132.5	38,478	153.4	48,478	146.6	58,369	142.2	63,761	155.4
TOTAL EXPENDITURES		**1,547,501**	**8,227.0**	**1,990,465**	**7,936.5**	**2,388,791**	**7,225.6**	**2,847,930**	**6,939.4**	**2,929,964**	**7,139.3**
SUB-NET		**313,281**	**1,665.5**	**146,503**	**584.1**	**22,255**	**67.3**	**173,777**	**423.4**	**132,243**	**322.2**
1 Reserve for Economic Uncertainty	5.0%	77,375	411.4	22,148	88.3	19,916	60.2	22,957	55.9	4,102	10.0
2 Program Reserves (Lottery & Integration)		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3 Errors & Ommisions Reserve	0.0%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TTL Additional Reserves		77,375	411.4	22,148	88.3	19,916	60.2	22,957	55.9	4,102	10.0
NET		**235,906**	**1,254.2**	**124,355**	**495.8**	**2,339**	**7.1**	**150,820**	**367.5**	**128,141**	**312.2**
Year to Year Totals											
Beginning Cash		0		235,906		360,261		362,600		513,420	

Five Year Budget		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5
ICEF LA Elementary School #7	-	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA
			95%		95%		95%		95%		95%
Net Cash Balance		235,906		124,355		2,339		150,820		128,141	
Plus Reserves		77,375		22,148		19,916		22,957		4,102	
Year to Year											
Total Cash Balance Including Reserves		313,281		382,409		382,516		536,377		645,663	
Cumulative Totals											
Beginning Cash		0		313,281		459,784		482,040		655,816	
Net Cash Balance		235,906		124,355		2,339		150,820		128,141	
Plus Reserves		77,375		22,148		19,916		22,957		4,102	
Total Cash Balance Including Reserves		**313,281**		**459,784**		**482,040**		**655,816**		**788,059**	

ICEF Public Schools

ATTACHMENT XVIII

Financial Controls

ICEF Public Schools

Budget Cycle Overview

Budget Cycle: The Budget Cycle describes the processes involved to create, authorize, and implement a budget. This process includes budgets created by the Home Office for the schools, directors' budgets, and departmental budgets.

Location:	Home Office and all locations
Business Area:	Finance and Accounting
Process:	Budget Cycle
Process Owner:	Chief Financial Officer
Process Sub-Owner:	Controller
Last Updated:	November 9, 2009
Objective:	This procedure documents the Home Office Budget Cycle. It describes how budget information for school sites and departments are formulated, distributed, summarized, and reviewed throughout the budget process.
Touch points:	The Budget Cycle relates to all locations and departments as budgets are provided for each location and department on an annual basis.

ICEF Public Schools

Budget Cycle Narrative

This narrative includes information regarding the budget process for unrestricted funds. For budget cycle related information related to restricted funds and other contributions, see the Grants, Contracts, and Contributions Narrative.

Inner City Education Foundation Budget Process:

This narrative documents the process the annual budget is developed for unrestricted funds. The budget is effective for a 12 month period beginning July 1st and ending June 30th, which corresponds with the fiscal year.

The Finance Department begins the budget process six months before year end (approximately December of the previous year) by holding preliminary budget meetings, and conducting needs assessments with various departments and school directors to allow input regarding the budget for their respective schools. These assessments are critical in determining the ICEF-wide budget. Throughout the year the monthly actual to budget reporting will be evaluated in order to determine how the manager of each division is performing in comparison to their budget. The review of variances will be performed on a monthly basis, initially by the Controller, followed by a subsequent review performed by a senior member in the Finance Department. This more detailed review of variances will assist in developing the rationale for the finalized budget proposal to the Finance Committee and, then, the Board of Directors.

After December, department heads and site directors are expected to provide proposals to the Finance department in January through March prior to year end so that their input (along with analyses from budget to actual) can be incorporated into the preliminary budget for the following fiscal year.

Board of Director's Procedures

After the budget process has been completed, the preliminary budget is sent to the Finance Committee for a final review. The Finance Committee will work with the Finance and Accounting Departments to inquire of and provide directions to the team before approving a recommendation to the Board of Directors. The Board of Directors will vote on preliminary budget adoptions according to its voting guidelines and will adopt a preliminary budget on or before April 30 of the preceding fiscal year.

ICEF Public Schools

Budget Cycle Narrative

Monthly Actual vs. Budget Reporting

On a monthly basis the budget is reviewed for each department by the Department Director, the Controller and CFO; Other ICEF Senior Management (CEO, President and Chief Administrative Officer); the ICEF Finance Committee; and the ICEF Board Chair to ensure that actual expenditures are in-line with the budgeted amounts. The Finance Department management will request a telephonic or live meeting with the respective department head on a periodic basis, but at least quarterly to check in on the budget for the current year and for the purposes of planning in subsequent years.

Budget Decentralization Process

During fiscal year 2008 – 2009, the account level budgets were primarily controlled by the home office; the department heads and directors were given increased insight and responsibility over their budgets. However, at the beginning of fiscal year 2009 – 2010, ICEF implemented full budget decentralization for all program department heads and partial budget decentralization for all school site directors. Now, department heads have complete control over their budgets for all accounts. On the other hand, school site directors have discretionary control over a limited number of school site accounts. These budgets have been uploaded into Acc Pac and will be compared to actual amounts on a monthly basis with variance analysis to determine spending patterns and ensure the actual results are reasonable compared to the budgeted amounts and to inquire immediately if the results differ significantly from the budget amounts.

ICEF will be reviewing the program department and school site director budgets throughout the fiscal year to determine what adjustments should be made for the upcoming year and whether more or less decentralization should be implemented for the upcoming fiscal year(s).

Budget Allocation

As of August 7, 2009, ICEF had a total of 18 departmental and 15 director budgets (see Exhibit 1 and Exhibit 2 below). This break down will be continually updated as ICEF adds more schools and/or departments within its organizational structure.

ICEF Public Schools

Budget Cycle Narrative

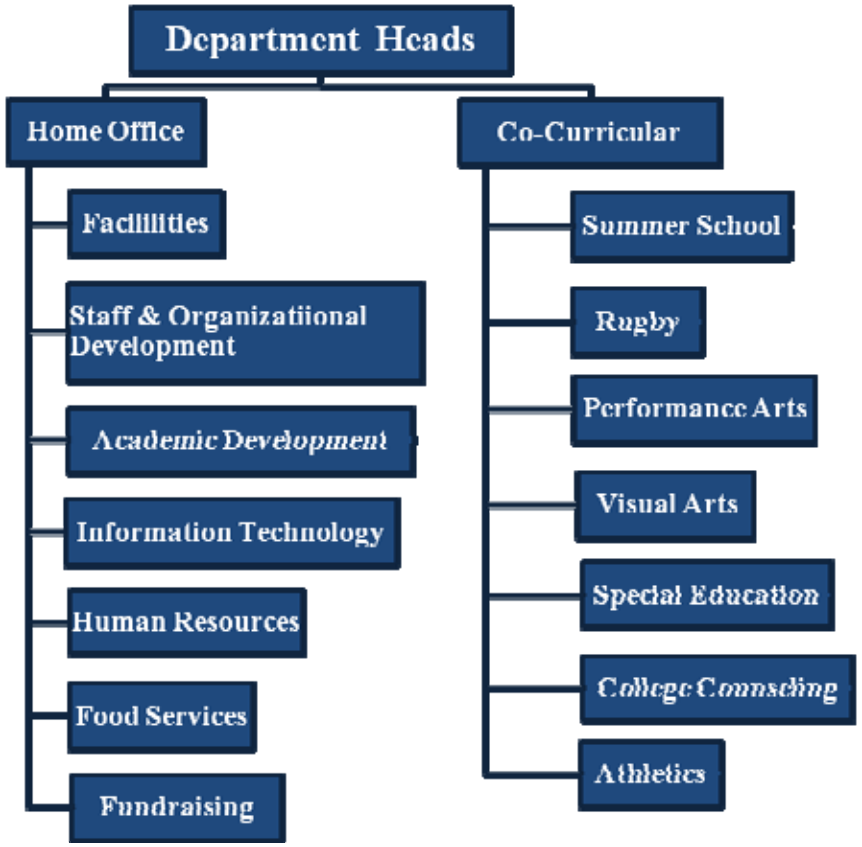
Budget Cycle Responsibility Chart

Names	Department	Key Responsibilities
Steven Tolbert	Finance	Review of monthly, quarterly, and annual budget with directors and department heads to ensure alignment with overall budget; review actual to budget amounts on a monthly basis to ensure expenditures are in line with expectations.
Controller (in conjunction with Michelle Ortiz, Accounting Manager)	Accounting	Review invoices, as necessary, to ensure appropriate classification; assist with creation of budget to actual amounts.
Kimberly Young	Accounting	Review invoices to ensure amounts and accounts are entered into the system for each department and director; follow-up with relevant personnel as necessary to ensure appropriate approvals and coding.

ICEF Public Schools

Budget Cycle Exhibit 1

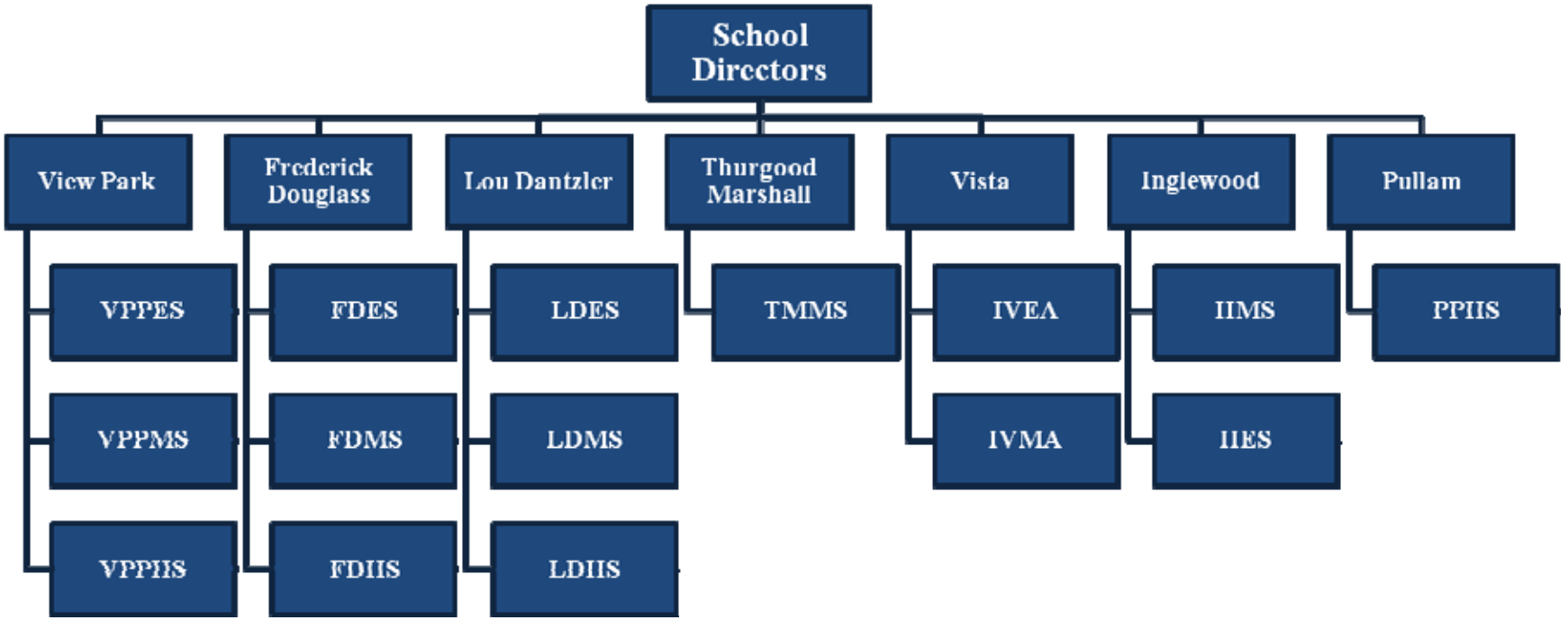
Key Departments in Budget Process:



ICEF Public Schools

Budget Cycle Exhibit 2

Key Directors in Budget Process:



ICEF Public Schools

Revenue Cycle Overview

Revenue Cycle: The Revenue Cycle describes the process that revenue is generated, recorded, and other relevant aspects of the revenue process. This includes how ICEF's revenues are calculated / estimated and how revenues are recognized.

Location:	Home Office and all locations
Business Area:	Finance and Accounting
Process:	Revenue Cycle
Process Owner:	Controller
Process Sub-Owner:	Chief Financial Officer
Last Updated:	November 9, 2009
Objective:	This procedure documents the Home Office Revenue Cycle. It describes how revenue information is calculated and recorded for all locations.
Touch points:	The Revenue Cycle primarily relates to the Home Office; the processes to execute the Revenue Cycle are all performed at the Home Office, but are applicable to all locations.

ICEF Public Schools

Revenue Cycle Narrative

This narrative includes information about the revenue process from initiation to recording in the ledger. For budget related cycle information related to restricted and other contributions, see the Grants, Contracts, and Contributions Narrative.

Revenue Sources and Timing

Throughout the year, ICEF receives revenues to run its various programs from federal, state, and local entities. These revenues are derived from various sources and are dependent upon the eligibility for ICEF to qualify for funds for a particular program. These funds are based upon the provisions of the Elementary and Secondary Education Act (ESEA). ESEA is an extensive statute which funds primary and secondary education. ESEA mandates that funds are authorized for professional development, instructional materials, and resources to support educational programs, and parental involvement promotion. These funding programs are listed below:

Title I: Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families. These funds help Local Education Authorities and schools with high concentrations of students in poverty, to improve teaching and learning for those most at risk failing to meet state standards and close achievement gaps
Title II: School Library Resources, Textbooks, and other Instructional Materials
Title III: Supplementary Educational Centers and Services
Title IV: Educational Research and Training
Title V: Grants to Strengthen State Departments of Education

Generally, revenues for Title I, II, III, IV, and V are received throughout the year based upon apportionment schedules provided by Los Angeles County Office of Education. These schedules determine how much revenue ICEF will receive on a monthly basis.

ICEF Public Schools

Revenue Cycle Narrative

Other revenues received by ICEF on a periodic basis throughout the year include

Advance Apportionment: Advance apportionment funds are received by new schools based on projected Average Daily Attendance and free and reduced grants.

Special Apportionment

Property Tax

Block Grants

Grade Level Expansion:

Depending on the category of the revenue, these amounts are based upon information obtained from each of the school locations including Average Daily Attendance, number of free and reduced lunches, operational changes within the school, circumstances of families that attend the schools, and other relevant factors, as necessary. Generally, the funding amounts for these types of funding are based upon estimates made at the beginning of the year. Revenue amounts and other cash flow are sent to ICEF and there is an amount that is trued up at the end of the year based on update information. For cash flow planning purposes, the Chief Financial Officer will update the annual cash flow analysis on an ongoing basis based on actual events known to have occurred or forthcoming.

Revenue Reconciliation to Accrual Basis

When revenues are received throughout the year, they are recorded on a cash basis by the Accounting department; at year end, the Accounting department and a third party accounting firm will reconcile the cash receipts and perform a revenue search to appropriately accrue revenues to the correct period. Generally, these revenues can be confirmed through the California Department of Education website.

ICEF Public Schools

Revenue Cycle Narrative

Names	Department	Key Responsibilities
Steven Tolbert	Finance	Review all inputs used in calculation of revenues to ensure accuracy; estimate anticipated revenues and make appropriate adjustments, as necessary.
New Controller	Accounting	Communicate impact of operations on budget inputs; ensure recorded revenue amounts are consistent with expectations.
Michelle Ortiz	Accounting	Record all revenue transactions; reconcile revenues received with expectations.

ICEF Public Schools

Expenditures Cycle Overview

Expenditures Cycle: The Expenditures Cycle describes the processes that ICEF undertakes to commit, incur, record, and pay for expenses related to its operating activities. This process includes expenses incurred at all locations, and cut-off procedures.

Location(s):	Home Office and all locations
Business Area:	Finance and Accounting
Process:	Expenditures Cycle
Process Owner:	Controller
Sub-Process Owner:	Chief Financial Officer
Last Updated:	November 9, 2009
Objective:	This procedure documents the Expenditures Cycle. It describes how budget information for departments and directors are formulated, distributed, and summarized to create a budget process.
Touch Points:	The Expenditures Cycle relates to all locations and departments as budgets are designed for each location and department.

ICEF Public Schools

Expenditures Cycle Narrative

This narrative includes information regarding the expenditures and related procedures from the initiation of an expenditure to its recording. The expenditure cycle is an important element in ICEF's operations, it ensures that expenditures are received, authorized, and paid in a timely manner (or at the minimum, consistent with the vendor's contractual agreement).

Expenditure Recording

Currently, there are two pathways for expenditures after they are received by the home office. In Pathway 1, the invoice is received by the accounting department, which will enter the amount in to Acc Pac based on discrete information (i.e. school address, expense description, and nature of the expenditure) to ensure it is coded to the appropriate department or location. Accounting categorizes expenses as either recurring or one-time. Generally, as the accounting department expects to receive recurring expenses and has received previous approvals for them (i.e. utilities, rent, etc.), they will not seek a second approval / authorization by the department or director.

In Pathway 2, the invoice is routed directly to the department head or director for approval. These are not currently logged in any manner before being sent to the department head or director. Once authorized, these are then sent to accounting to be coded and processed within Acc Pac. (Note: This procedure is the same for all items received and expenditures including Capital Expenditures, Information Technology, and Fixed Assets.

After going through one of the pathways, the invoices and other expenditure documents are filed by vendor alphabetically. When invoices are entered into the system, they go to the A/P open file. Generally, on Thursdays a check run is performed to pay select accounts payable and these are sent out on Friday. These are then transferred to the A/P paid file and maintained in this manner throughout the year. Generally, the current year and the prior year data are kept on site. Previous years are purged and transferred to an off-site location for record keeping.

Expenditure Threshold

Effectively January 1, 2010, all expenditures over $1,000 will require the approval and sign-off at least two of the following three persons: the Chief Financial Officer, the President or the Chief Executive Officer. Expenditures in excess of $100,000 will be reviewed and authorized by a designee of ICEF's Board of Directors. The Program Department and School Site Directors verifies and confirms that all expenditure requests under its direction are allocated and allowed under his/her approved operating budget. Accounting reviews all transactions to ensure they are reasonable and consistent with budgeted amounts, paying careful attention to large dollar value items.

ICEF Public Schools

Expenditures Cycle Narrative

Expenditure Cut-off

The work week is when most of the account coding takes place, but it must be in the system to do a soft close of each month. This must be the 22nd of the month, including the bank reconciliations, credit cards, and the other reconciliations. Throughout the year, there is a soft close that occurs on the 22nd of the following month; this serves as the cut-off as to when expenses in the previous months are captured by Acc Pac. The soft close is used to approximate ICEF's expenses on an accrual basis. This helps ensure that a majority of expenses that have been incurred can be subsequently recorded. The soft close gives management an idea of expenses during a specific period. ICEF also performs a hard close which extends the soft close for an extended period to increase assurance that all items that should have been processed through accounts payable have been accounted for. At year end, a comprehensive review of invoices received but not paid for are reconciled.

Purchase Requisition Forms

Purchase Requisition Forms can be retrieved from the Accounting Department, but must get approval by the department head. Then, a purchase order number is obtained and the order can be placed on behalf of ICEF (ICEF will be invoiced directly) based on the Purchase Order (PO) Form. The PO Form includes the school, amounts, budget confirmation and additional information to ensure that it is appropriate. Accounting will ensure that the invoice details are appropriately matched with the PO to ensure that the expenditure is consistent, legitimate and allocated within the department head's budget.

Unrestricted and Restricted Requisitions

Although it does not occur regularly, in the case that there are restrictions regarding the type of expenditure, this would need to be noted by the department heads. For more information, see the Grants, Contracts, and Contributions Cycle Narrative and related controls.

Account Allocation

Each department is responsible for the allocation of expenses when expenditure is relevant to multiple locations. The allocation of these costs can vary depending on the department and the nature of the expenditure. It is up to the department head to determine the appropriateness of the allocation between multiple locations. Generally, directors' expenses relate to a single location.

ICEF Public Schools

Expenditures Cycle Narrative

Managing Accounts Payable

On a weekly basis, the accounts payable aging report is reviewed to determine, which vendors should be paid. This process is performed by reviewing the outstanding accounts payable aging report, as well as, the checks that are outstanding to estimate the amount of cash float and to determine which outstanding accounts will be paid. These encumbered funds are reviewed on a frequent basis (3 or more times per week) to verify which checks have been cashed by the bank and which checks are still outstanding. These are compared to the check register (which represents checks that are part of check batches) and another report created by the Accounting department listing the manual checks that are outstanding as well. Generally, vendors are paid in accordance with the terms of the service agreement. In cases where a past due amount exist, every effort is made to communicate with the vendor to acknowledge and/or verify the outstanding amount due and to advise when a payment will be made if appropriate. All payment plan arrangements, if any, are negotiated and approved by the Chief Financial Officer.

American Express

Directors and Department Heads can apply to receive an American Express card by completing the "Commercial Card Holder Agreement" to facilitate their expenditure transactions. At the end of the month, a statement is provided for each user in order to appropriately code the amounts to the correct accounts and restriction codes.

All expenses on the American Express card are scrubbed on a monthly basis to verify that all expenses were appropriately charged, have the correct account numbers, and relate to expenses executed on behalf of ICEF. **Personal expenses should not be made on the American Express card and ICEF will not pay American Express charges for personal expenses.**

ICEF Public Schools

Expenditures Cycle Narrative

Expenditure Process

1. Expenditure is made on behalf of ICEF by a member in a department or director.

2. Vendor sends ICEF Home Office an invoice or other notification to advise ICEF of the amount the organizational is liable.

3. The invoice or other information is received by the receptionist and is opened, sorted, and delivered to the Accounting Department.

4. The Accounting Department logs all invoices throughout a given week, as received, and based on the department's availability. On a weekly basis, a report is run indicating which invoices have been logged and inform directors and department heads.

5. Directors and department heads review the invoices to ensure that they are consistent with their budget, department, and the amount are consistent with their understanding of the transaction. Directors and departments approve or deny the expenditure. Please note: The director and/or department head will allocate amongst several departments, as necessary.

6. Invoice is sent to Accounting to release the expenditure into the system and initiate the payment process.

ICEF Public Schools

Expenditures Cycle Narrative

Expenditures Cycle Responsibility Chart

Names	Department	Key Responsibilities
Steven Tolbert	Finance	Review of expenditures weekly (or more frequent basis as deemed appropriate) for ICEF home office, departments, and sites; ensure proper classification of expenditures; manage monitor internal control processes related to the expenditure cycle.
Controller (in conjunction with Michelle Ortiz, Accounting Manager, CSMC)	Accounting	Establish and review the process for all expenditures; assist and follow-up with relevant individuals to ensure correct coding; ensure appropriate approval and documentation of all funds; assist in the expenditure reporting process.
Kimberly Young	Accounting	Log all accounts payable on at least a weekly basis and deliver documentation to department heads and directors; create weekly report of all accounts payable for each department; follow-up as necessary with directors and department heads regarding approval of all funds; ensure appropriate approval and documentation of all funds.
General Services	Reception	Open, stamp, and deliver all accounts payable and related information to accounting.

ICEF Public Schools

Fixed Asset Cycle Overview

Fixed Assets Cycle: The Fixed Assets Cycle describes the processes to authorize, maintain, and record its fixed assets including how items are capitalized, leased, and expensed. This process includes how fixed assets are inventoried, how frequently inventoried items are reviewed, and the process for selling and disposing of fixed assets.

Location:	Home Office and all locations
Business Area:	Finance and Accounting and Facilities
Process:	Fixed Asset Cycle
Process Owner:	Accounts Payable
Process Sub-Owner:	Controller
Last Updated:	November 9, 2009
Objective:	This procedure documents the Fixed Asset Cycle. It describes how fixed assets are acquired, accounted for, sold, and disposed.
Touch points:	The Fixed Asset Cycle relates to all locations and departments due to the nature of fixed assets.

ICEF Public Schools

Fixed Asset Cycle Narrative

This document describes the process for identifying, recording, and accounting for fixed assets.

Acquiring Fixed Assets

ICEF acquires fixed assets throughout the year to meet its operating needs. These fixed assets typically are the result of activities from acquisitions of land and buildings, computer equipment, and other major equipment.

Generally, all fixed asset transactions stem from capital budgets that are authorized by the Board of Directors at the beginning of a particular fiscal year. Therefore, depending on the nature, amount, and useful life of the item in conjunction with the budgeted expenditures, items that should be capitalized can easily be discerned.

Recording of Fixed Assets

The invoice for all fixed items is received in the same manner of all other expenditures (for more detailed information, see the Expenditures Narrative). Similar to expenditures, the applicable Department heads are responsible for inputting the correct account numbers; these are verified by accounting to ensure that the item is appropriately capitalized.

Currently, ICEF capitalizes all property and equipment in excess of $5,000 with a useful life greater than two years.

Depreciation

ICEF depreciates all fixed assets based on the straight line methodology. ICEF estimates the useful life of the equipment based on its knowledge of similar equipment and assigns this estimate to the equipment. Throughout the year, depreciation is estimated based on the professional judgment. Annual depreciation is calculated and trued-up at year end.

ICEF Public Schools

Fixed Asset Cycle Narrative

Capital and Operating Leases

ICEF enters into various capital and operating leases in order to meet its business needs. These leases are reviewed on an annual basis to ensure that they are consistent in accordance with accounting principles and the intent of the purchaser. Generally, senior members of the Finance and Operations department will refer to guidance from Financial Accounting Standards Board (FASB) Statement of Financial Accounting Standards No. 13 - Accounting for Leases (FAS 13) and make the appropriate calculations to determine whether an item should be expensed or capitalized.

Disposals

Fixed Assets are disposed of on a periodic basis as items no longer have any useful life or are no longer being used by ICEF. Given the size and how long ICEF has been around, there are limited items that are subject to disposal. However, as equipment ages, this will become a more prevalent part in its operations.

Master File of Fixed Assets

Currently, there is no process to create a master file of fixed assets. Accordingly, the master file is not reviewed at periodic intervals for accuracy. ICEF is establishing a master list of Assets, and expects this log to be fully updated and functional by January 1, 2010

Tagging of Fixed Assets

Currently, there is no process to tag fixed assets. Accordingly, the tagged assets are not reviewed periodically and compared to the master file. ICEF is establishing a master list of Assets, and expects tagging of assets to be complete by January 2010

Impairment

Currently, there is no process to identify fixed assets that may be subject to impairment.

ICEF Public Schools

Fixed Asset Cycle Narrative

Fixed Assets Cycle Responsibility Chart

Names	Department	Key Responsibilities
Controller	Finance	Review all leases to ensure they are accounted for appropriately; establish protocol for the identification and recording of fixed assets; ensure fixed assets are expensed as appropriate; review fixed assets on periodic basis for impairment; review and maintain fixed assets Master File.
Michelle Ortiz	Accounting	Review fixed assets and record on periodic basis; ensure transaction is consistent with fixed asset policy.
Alfonso Pinan	Information Technology	Ensure that Information Technology related acquisitions are communicated to Finance and Accounting departments; consider fixed assets policy when engaging in transactions that may produce fixed assets.
Jess Rivas	Facilities	Ensure that Facilities related acquisitions are communicated to Finance and Accounting departments; consider fixed assets policy when engaging in transactions that may produce fixed assets.

ICEF Public Schools

Grants, Contracts, and Contribution Cycle Overview

Grants, Contracts, and Contributions Cycle: The Grants, Contracts, and Contributions Cycle describes the processes involved in obtaining and recording grants including how the steps to ensure grants meet ICEF criteria, the intermediary steps prior to receiving an acceptance or rejection from the granting agency, and the reporting and recording of the grants.

Location:	Home Office
Business Area:	Finance and Accounting
Process:	Grants, Contracts, and Contribution Cycle
Process Owner:	Development Director
Process Sub-Owner:	Chief Financial Officer
Last Updated:	November 6, 2009
Objective:	This procedure documents and describes the procedures related to the Grants, Contracts, and Contributions Cycle. It describes the grant identification, application, receipt, expenditure and reporting processes for every prospective and realized grant.
Touch points:	The Grants, Contracts, and Contribution Cycle is critical for ICEF as this cycle relates to many of the other functions in ICEF's operations.

ICEF Public Schools

Grants, Contracts, and Contribution Cycle Narrative

Throughout the year, the Inner City Education Foundation Public Schools (ICEF) receives revenues from federal, state, and local government. To supplement these revenues and execute its core functions, ICEF seeks additional funding from outside organizations. There are three primary types of grants that are sought after by the ICEF development group:

I. **Private Foundation / Private Individual Grants:** Private Grants are provided by individual(s) and/or a foundation representing individual(s).
II. **Corporate Foundation Grants:** Corporate Foundation Grants are provided by corporations of various sizes and generally related to specific corporations.
III. **Federal and other Government Grants:** Government Grants are provided by government and affiliated agencies outside of the scope of other revenue sources received from agencies.

Although each of these represent different funding sources, the process of initiation to recording grants, contracts, and contributions are the same[1], therefore, they will be discussed collectively going forward.

Grant Identification

The Development Department uses its subscription to Foundation Directory to determine which grants are applicable to ICEF based upon demographic, classification, location, and in-depth knowledge of the grantors, amongst several other qualifications. This assessment is performed by the Development Manager. When the Development Department deems that there is a grant that fits the profile, generally, an information page including the address contacts, person, how to apply, examples of the grants, fields of interest, etc. This is coordinated, authorized, and reviewed by a senior member in the Development Department on a continuous basis.

After these matches, additional diligence is performed to obtain more information from the grantor. Specifically, the Development Department uses websites like guidestar.org to obtain more comprehensive information about the potential grantor; this includes Form 990, which provides thorough information about the organization, including its officers, grants, and historical information about the organization's granting history.

[1] For Federal grants, the first step in the process involves receiving a full proposal. Grant ID is based on checking relevant federal websites and other publicly available information for Requests for Proposals. Upon identification of a grant that is attractive for the Development department, a full proposal is submitted. These types of opportunities are not posted in Foundation Directory.

Next, this information is collected and put into a document referred to as the "Matrix", which includes the name, contact info, address, contact, phone number, notes, action, etc. From the matrix, the Development Department will determine the priority of which accounts to work. At this point, since all grants are all unique, due diligence is required to ensure that all guidelines are followed and which future actions the individual(s) making the grant should plan to take. Currently the grants focus on programming, which includes College Counseling, AP Program, Performing Arts, Visual Arts, and ICEF Scholars, among other programs.

Pursuing Target Grants

After a particular grant has been identified, the Development Department creates a Letter of Inquiry (LOI), which is ICEF's first point of contact with a new organization unless the organization has an electronic filing system.

When an organization has an LOI, they will usually call within a week or up to a month after the LOI is received so their Board of Directors can meet to determine whether a formal invitation to submit a proposal is approved. Sometimes, the board meets once or twice a year, so the turn-around time could greatly be dependent upon this.

Grant Approval and Reporting Requirements

When a grant is approved, the donor sends ICEF documents which include the grant terms and requirements – an agreement stating that ICEF will follow the grant provisions and file timely reports. Generally, the grants have annual reporting requirements; however, some of the larger grants may have interim reporting requirements. The reporting requirements will vary significantly. For example, capital gifts may require information about where the funds are spent, along with the amount of the expense, whereas temporarily restricted gifts will require detailed expenditure reporting that match the agreed upon terms and amounts of the award.. The Development Department reviews and confirms the grant terms, secures all requisite signatures and returns the signed agreement and other documents back to the donor.

The grant application – including a copy of the budget – and the grant agreement and all other related documents are placed in the Donor's file, which is maintained by the Development Department. The Development Department records all grant reporting requirements and dates in a master calendar that is then communicated internally, in order to consistently meet reporting criteria.

ICEF Public Schools

Grants, Contracts, and Contribution Cycle Narrative

Grant Checks

When the check is received, it is logged and a copy is forwarded to the Development Department, to scan into its systems for input into ICEF's donor database (Donor Perfect). The Development Department communicates the amount of the award – along with the appropriate restrictions, if any - to the Finance and Accounting Department for coding and deposit. If a grant is a designated gift, the Accounting Department assigns a unique restriction code to that grant in the donor's name within ICEF's accounting system. All subsequent income from the donor related to this particular grant award will be recorded to the same restriction code.

Communication to Department Head

When a designated gift is received, the Development Department notifies the Department Head recipient, along with the Accounting Department of the award amount, the budget for the award and the period of time covered by the grant. In such cases, the Accounting Department will re-confirm the amount of the budget to the Department Head and provide the unique restriction codes needed to process all invoices, check requests and/or purchase orders for payments related to this designated gift.

As items are purchased, or amounts are expended on designated gifts, copies of invoices, check requests and/or purchase orders containing the assigned restriction codes are placed in the Donor's folder with the other grant information. Payroll will be notified for any employees whose salaries relate to these grants so that they can be coded with the appropriate restriction code in ICEF's accounting system.
Financial reports may be run at any time by restriction code giving totals of income and expenses related to the grant. At year end, any unexpended grant income is classified as temporarily restricted. When all of the funds are expended, the temporarily restricted designation is removed.

Donor Perfect

Donor Perfect is an online software that ICEF uses to record and track gifts, pledges and prospect mailings and information. Donor Perfect has a coding capability that allows the user to designate and record any restrictions on a gift's allocation, i.e., operating, capital, or support for a specific academic program. ICEF uses Donor Perfect to run reports on donations for reporting to the CEO, Finance and Accounting Department, to produce mailings to donors, and to inform fundraising activities.

ICEF Public Schools

Grants, Contracts, and Contribution Cycle Narrative

Reporting

At various intervals during the grant lifetime and dependent upon the grant, a report is due to the grantor. Each report is unique in nature, and therefore, has different requirements. In the case information outside of the Development Department is needed to satisfy the grant's reporting requirements, Development will approach the related parties on an ad-hoc basis to request the information to ensure timely submission of all reporting requirements to the grantor.

Internally, at the end of each month throughout the year, the Development Department reconciles all gifts, pledges and contributions in its data base with the Accounting Department.

ICEF Public Schools

Grants, Contracts, and Contribution Cycle Narrative

Grants, Contracts, and Contribution Cycle Responsibility Chart

Names	Department	Key Responsibilities
Linda Ralls	Development	Create overall Development Department strategy; consult on methods and processes in place to promote execution of strategy.
John Piscal	Development	Research, identify, and apply / contact potential Private and Individual major grantors; communicate to Finance and other departments as necessary regarding grant status.
Sanam Khamneipur	Development	Research, Identify, and Apply for grants (primarily private, individual, corporate and federal) to facilitate ICEF programming; communicate with Finance and other departments as necessary regarding grant, contract, and contribution status, obtain information for grant writing, and communicate the status of grants.

ICEF Public Schools

Payroll Cycle Overview

Payroll Cycle: The Payroll Cycle describes the processes involved to determine the frequency, amounts, and relevant deduction for employee salaries and benefits.

Location:	Home Office and all locations
Business Area:	Finance and Accounting
Process:	Payroll Cycle
Process Owner:	Chief Financial Officer
Process Sub-Owner:	Payroll Manager
Last Updated:	November 9, 2009
Objective:	This procedure documents the Home Office Payroll Cycle. It describes how budget information for departments and directors are formulated, distributed, and summarized to create a budget process.
Touch points:	The Payroll Cycle directly relates to the Home Office as Payroll Cycle activities are executed by the Home Office for all locations and departments.

ICEF Public Schools

Payroll Cycle Narrative

This Narrative describes the payroll process for all Inner City Education Foundation Public Schools (ICEF) employees. ICEF employees fall under two different payrolls, as follows:

A) Monthly: The Monthly payroll includes all ICEF salary employees (faculty and staff) and is processed once a month.

B) Semi-Monthly: The semi-monthly payroll includes all ICEF hourly employees and is processed. The payroll time sheets should be received by the 2nd and the 17th of each month.

Hiring Procedures

In order to hire an employee a department or director must complete the New Hire and Routing Form. This form has four primary components which are the following:

A) New Hire Routing and Information: This form includes information for the Human Resources and Finance Departments. This informs Human Resources that there is a position that is open that should be posted to its database. Human Resources will also make sure the position has been open in accordance with company policy. Also, this enables Finance to review the position to ensure the salary amount is in line with the department or director budget before proceeding to the hiring stage. In essence, no one can be hired without written authorization from the Chief Financial Officer and the Chief Executive Officer of ICEF.

B) Human Resources Recruiting Information: This form includes a checklist of vital information to be obtained by Human Resources for a hired candidate.

C) Finance and Payroll Information: This form includes a checklist of vital information to be obtained by Finance and Payroll for a hired candidate.

D) New Employee Set Up: This form includes a checklist of vital information for the Information Technology, Facilities, and Home Office.

ICEF Public Schools

Payroll Cycle Narrative

After these forms are completed, a majority of the information related to payroll has been completed. Especially critical in this relates to the Finance and Payroll Information in Step C above. This form provides the information for the Personnel Transaction Form (PTF), which includes all the payroll and benefit information necessary to compute payroll information.

Submitting information into ADP

When a posted position is filled by ICEF, the Payroll department inputs all of the payroll information into a third-party system, ADP. (Note: In the first half of Fiscal Year 2010, ICEF plans to use Ceridian on a trial basis). This information is input from the PTF for both salary and hourly employees through a third party processor (i.e. CSMC) I. To ensure amounts entered are consistent the Payroll Manager will review the change activity reports produced by ADP.

Payroll Adjustments

Periodically there are adjustments in payroll which can include changes in base pay (i.e. increases due to promotion) and elected benefits (typically due to spouse and children). These adjustments are made on the PTF. This payroll is provided to HR as part of the hiring process for every employee and is filed in hard copy form. The PTF form is filed based on the month of the activity; therefore, files are not kept by employee, but rather by the period when the PTF form change occurred. Effective January 1, 2010, employees requiring adjustments or duplicate checks will receive manual checks directly from the payroll department. Every effort will be made to issue the check within 24-48 hours after the issue is resolved.

Time Sheets

Time Sheets are due on the 2nd and 17th of the month (48 hours after the pay period is over). These typically come to the Home Office for processing from the Office Manager at each of the specific sites. The Office Manager at each site performs a minor review to ensure the time sheet is documented as it should be. All time sheets require a signature from the employee, as well as, the department head and/or site director. There is a one day grace period. While every effort will be made to process all time sheets, those submitted after the grace period will be processed within 24-48 hours after the pay period. Effective January 1, 2010, employees falling into this category will receive a manual payroll check issued by the Payroll Department.

ICEF Public Schools

Payroll Cycle Narrative

Change Tracking

In the event there is an item that needs to be changed in the system, the Payroll Issues Log is maintained in order which includes the type of error; this log is reviewed on a daily basis to address and resolve employee issues and concerns and to anticipate future payroll problems.

Monthly Head Count Reconciliation

Further, effective January 1, 2010, each school site and program department director will maintain a written record of the total number of employees under its supervision. At the end of every month, these directors will forward their roster of employees to the Payroll and Human Resources Departments for reconciliation and updating as required (terminations, leaves, etc.). Once this process is completed, a report is forward to the Chief Financial Officer for review show the total employee head count for each department and ICEF wide with any variations from the prior month explained. Upon review, with Payroll and Human Resources, the CFO will forward this report to the Chief Executive Officer and the Chief Administrative Officer, who will review and take corrective action as required.

ICEF Public Schools

Payroll Cycle Narrative

Payroll Cycle Responsibilities Chart

Names	Department	Key Responsibilities
Nicole Scott	Human Resources	Lead and establish all processes relevant to the hiring and termination of all ICEF employees; perform periodic reviews to ensure that employment policies are executed as outlined; coordinate with Finance, Operations, and other departments for items related to Human Resources.
Payroll Manager	Payroll	Executed all processes relating to payroll; communicate with all parties the status of payroll on a periodic basis; coordinate department in execution of payroll with all ICEF personnel.
Kesia Irvine	Benefits	Executed all processes relating to employee benefits; communicate with all parties the status of benefits on a periodic basis; coordinate department in execution of benefits with all ICEF personnel.

ICEF Public Schools

Treasury Cycle Overview

Treasury Cycle: The Treasury Cycle describes the processes related to borrowing and investing on behalf of ICEF including personnel whom can execute borrowings and investments, the nature of the borrowings and investments, and how these transactions are recorded.

Location:	Home Office and all locations
Business Area:	Finance and Accounting
Process:	Treasury Cycle
Process Owner:	Chief Financial Officer
Process Sub-Owner:	Controller
Last Updated:	November 9, 2009
Objective:	This procedure documents the Home Office Treasury Cycle. It describes how Treasury functions occur (specifically Borrowings, Investments, and Cash Management), who initiates each transaction, and the controls in place to execute these types of transactions.
Touch points:	The Treasury Cycle directly relates to the Home Office as Treasury Cycle activities are performed on behalf of the sites by the home office. There are no processes in this cycle performed by the sites.

ICEF Public Schools

Treasury Cycle Narrative

The Treasury Cycle Narrative includes information regarding the use of cash. At periodic intervals in its operating cycle, Inner City Education Foundation Public Schools (ICEF) engages in treasury type activities, including investments, borrowings, other finance arrangements, and cash management.

Each of these transactions is executed by the Finance and Accounting Department. Depending on the nature and size of the transaction, the transaction may require an approval from the board of directors.

Investments: ICEF occasionally executes investments that are short term, long term, or endowment in nature. In these instances, the Finance and Accounting department will determine what type of investment management (internal or external) will occur. Depending on the nature and amount of the investment, the Board of Directors may be required to review the potential transaction and/or compare services for an external investment management provider.

Borrowings: ICEF occasionally executes borrowings depending on its operating needs. These borrowings include various types of loans, lines of credit and future receivable sales. When ICEF wants to execute a borrowing, the Finance and Accounting Department make the initial investigation of the financing options. Once the transaction has been structured and depending on the amount, senior management will discuss the transaction with the Finance Committee and, as necessary, the Board of Directors to determine whether to execute the borrowing.

Currently, credit lines are used for bank overdrafts. This funding provides ICEF with sufficient support to support its operations. The main bank account operates similar to a sweep account on a daily basis; there is no requirement for approval by the board of directors.

Debt payments are made on a periodic basis as they become due. In addition, ICEF does make interest and principal payments on its Revolving, Mortgage and Professional Bank Loans. As ICEF has borrowings that do not resemble typical debt transactions, there is generally no set debt service schedule maintained by ICEF, especially for the short-term financings.

Other Financing Arrangements: ICEF anticipates being able to execute other financing arrangements like Tax Revenue Anticipation Notes to finance daily operations. When ICEF would like to execute a borrowing the Finance department will make the initial investigation of the financing arrangement and, depending on the amount, will discuss them with the Finance Committee and, as necessary, the Board of Directors to determine whether to execute the transaction.

These transactions occur in order for ICEF to meet its critical cash flow requirements in future periods; this became particularly important during the economic difficulties at the local, state, and Federal levels.

Cash Management: The Chief Financial Officer updates the annual cash flow analysis based on known actual events as they occur and/or those he can reasonably confirm are forthcoming. **These regular updates enable to the CFO to determine the cash needs of the ICEF from month-to-month and to plan accordingly. In addition,** ICEF monitors its daily cash flow using an excel file that includes the cash balance from the bank, cash receipts, and cash disbursements. The purpose of this process is to determine the amount of encumbrances outstanding in order to prioritize its vender payments.

Financial Debt Covenants: ICEF operates within the restrictions of its covenants. There are some covenants with PCSD based on the amount of unsecured debt. These covenants are reviewed by ICEF management on a periodic basis to ensure compliance.

Names	Department	Responsibilities
Steven Tolbert	Finance	Initiating and Researching all potential treasury transactions; performing due diligence and procurement, as necessary; coordinating other departments and specialties to execute transactions.
New Controller	Accounting	Assisting Finance department in all aspects of the treasury function from initiation to execution of all transactions.

ICEF Public Schools

Financial Statement Close and Reporting Cycle Overview

Financial Statement Close and Reporting Cycle: The Financial Statement Close and Reporting Cycle describe the periodic processes in which management provides internal and external reports of information pertinent to decision-makers. This process includes the timing, distribution, and describes the contents of those reports.

Location:	Home Office and all locations
Business Area:	Finance and Accounting
Process:	Financial Statement Close & Reporting Cycle
Process Owner:	Chief Financial Officer
Process Sub-Owners:	Controller (with the support of CSMC)
Last Updated:	November 9, 2009
Objective:	This procedure documents the Home Office Financial Statement Close and Reporting Cycle. It describes how budget information for departments and directors are formulated, distributed, and summarized to create a budget process.
Touch points:	The Financial Statement Close and Reporting Cycle primarily relates to the home office based on information obtained from all departments and locations.

ICEF Public Schools

Financial Statement Close and Reporting Cycle Narrative

This process documents the procedures for interim and year-end reporting.

Interim Reporting

On a monthly basis, ICEF prepares several financial reports in order to facilitate its understanding of the state of the organization and determine how the organization is performing compared to its expectations. Currently, all of the information on this report is kept internally by the Finance and Accounting Department and includes consolidated information for all of the departments. These reports include the same items as seen on the Audited Financial Statements including a Balance Sheet, Statement of Activities, and Statement of Functional Expenses, and additionally school wide and consolidated budget to actuals. Generally, a Cash Flow Statement (Indirect or Direct) is not compiled on a monthly basis, but is compiled by an as needed basis by senior member(s) of the Finance department.

Note: Monthly reports provided to the directors and departments include the discretionary expenses depending on the level of decentralization. The steps in this process primarily relate to comparing line item budget to actual and are described in the ICEF Budget Cycle Narrative.

Modified Accrual Accounting

Throughout the year, ICEF's accounting is based on a Modified Accrual basis. Generally, all revenues are accounted for on a cash basis when received from the various sources (See Revenue and Grants, Contracts, and Contributions Cycle Narratives for more information). Generally, all expenses are accounted for on an accrual basis throughout the year. The ledger for expenses is left open up to the 22nd of the following month throughout the fiscal year and is referred to as a "soft close". The close occurs when the bank reconciliations, revenues, and other vital information is complete.

At year end, this period is extended 90 plus days to ensure that all amounts are appropriately accounted for at the end of the year end.

ICEF Public Schools

Financial Statement Close and Reporting Cycle Narrative

Year End Reporting

At year-end, all accounts are adjusted so that they are on an accrual basis. This is facilitated by the extended opening of the general ledger at year end (described above in the Modified Accrual Accounting section). This ensures that expenditures are attributed to the correct period. For revenues, these are verified on the California Department of Education website, which includes revenue information for all schools. Receivables are also only booked at year end, not throughout the year. Debt payments are typically adjusted for through bank reconciliations throughout the year and updated accordingly.

After all the numbers for the balance sheet and income statement are prepared and reconciled, a preliminary report is sent to the financial statement auditors. Generally, there are only limited adjustments made to the ledger throughout the course of the audit.

Names	Department	Responsibilities
Steven Tolbert	Finance	Review of interim financial statements; initial comparison and review of all budget and actual amounts with directors and department heads; distribution of reports to correct personnel throughout the organization.
Controller (with the support of Michelle Ortiz, Accounting Manager, CSMC)	Accounting	Liaison between ICEF and CSMCI for all reporting needs; assist Finance and Accounting with all aspects of the accounting process.
Pat Meckes (CSMC)	Accounting	Create and Compose all Financial Reports on an interim basis; perform high level review of accounts to ensure amounts are consistent, reduce arithmetical errors, and verify balances and accounts are consistent with accounting principles. Record all year end accruals.
Julie Fowler (CSMC)	Accounting	Review and record all items related to the Balance Sheet throughout the year; perform review of bank reconciliations to ensure appropriate recording of all balance sheet items.